Ministry of Education
Annual Report

For the period July 1, 1984
to June 30, 1985

Province of
British Columbia
Ministry of
Education

Ministry of Education

One Hundred and Fourteenth
Annual Report
July 1, 1984 to June 30, 1985

British Columbia Cataloguing in Publication Data

British Columbia. Ministry of Education.
Annual report. — 109th (1979/80)
Cover title: Report on education 1979/80 —
Report year ends June 30.
Continues in part: British Columbia. Ministry of Education, Science and Technology. Annual report.
ISSN 0711-9151
ISSN 0711-9410 = Annual report — Ministry of Education (Victoria. 1980)
1. British Columbia. Ministry of Education. 2. Education — British Columbia — Periodicals. I. British Columbia. Ministry of Education. Report on education. II. Title: Report on education.
L222.B7A22 354.71106851

James J. Hewitt
Minister of Education

To the Honourable Robert Rogers
Lieutenant-Governor of the Province of British Columbia

MAY IT PLEASE YOUR HONOUR:

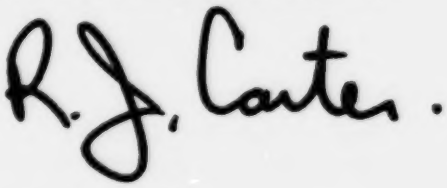
I have the honour and duty to present the One Hundred and Fourteenth Annual Report of the Ministry of Education, covering the period from July 1, 1984 to June 30, 1985.

James J. Hewitt
Minister of Education

Preface

In 1985 the Auditor General of the Legislature of British Columbia made recommendations for enhancing the clarity of the Annual Report of the Ministry of Education. The most significant of these recommendations was a suggestion that the Ministry organize its report according to Ministry goals rather than according to administrative divisions within the Ministry.

The Ministry has accepted the Auditor General's recommendations and this 1984/85 report is a transition from the old format to the new. This transition requires more than a modified editorial style — it requires new methods of collecting, storing and analysing data within the education system. These changes are still in progress. As these new methods are implemented, the transition will become complete and future reports will fully reflect the new reporting approach which has been initiated in this document.



R. J. Carter
Deputy Minister

Table of Contents

Preface 6

Introduction 13

- The Education System 15
- Mission, Goals and Objectives of Ministry 15

Public School Education 19

- Overall Objectives 21
- The System: Administration 21
  - Curriculum 21
- Program Direction (Curriculum Changes) 22
- Finance and Facilities Management 27
- Student Access and Achievement 34
- Teaching/Instructional Performance 50

Independent Schools 59

Post-Secondary Education 65

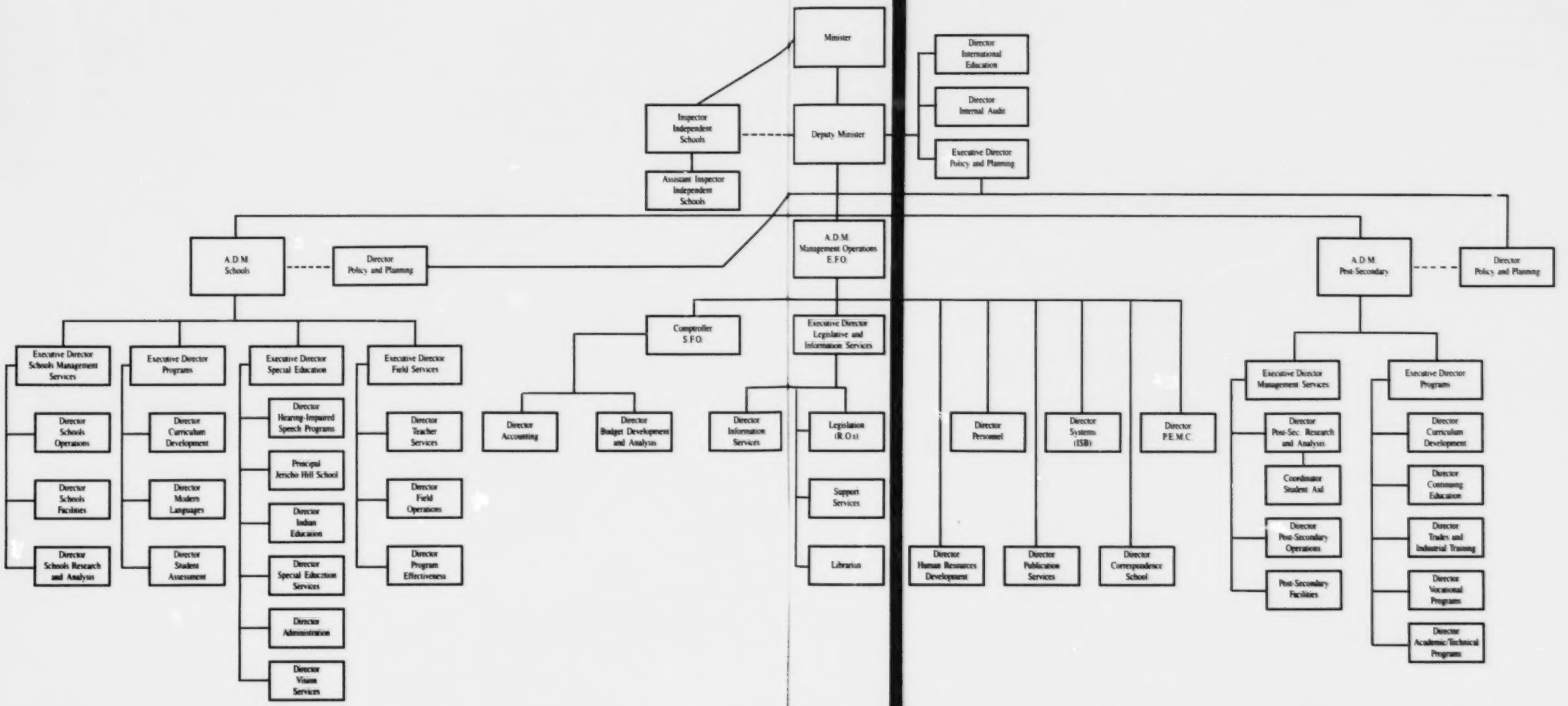
- Mission, Goals and Objectives 67
- Accessibility 69
- Accountability 73
- Comprehensiveness 74
- Quality and Relevance 78
- Occupational and Manpower Development 84
- Lifelong Educational Opportunities and Social Development 87
- Governance 89

Management Operations 95

- Introduction 97
- Governance 101
- Financial Accountability and Data Processing 103

Organization Chart

Ministry of Education
As of June 30, 1985



Ministry Personnel as at June 30, 1985

Minister's Office

Minister of Education
The Honourable John H. Heinrich, LL.B.

Deputy Minister's Office

Deputy Minister of Education
R. J. Carter, B.A., M.Ed.

Assistant Deputy Minister — Schools Department
J. R. Fleming, B.A.

Assistant Deputy Minister — Post-Secondary Department
G. L. Fisher, B.Sc., M.Sc., Ph.D.

Assistant Deputy Minister — Management Operations Department
C. Daneliuk, B.A., B.Ed., M.Ed.

Executive Director, Policy and Planning
P. Adams, B.Sc., M.Sc.

Director, Internal Audit Services
G. Gamble, R.I.A.

Executive Coordinator
W. Stavdal, B.A.

Independent Schools

Inspector of Independent Schools
G. G. Wall, B.A., B.P.E., M.Ed.

Schools Department

Assistant Deputy Minister
J. R. Fleming, B.A.

Programs Division

Executive Director, Programs
J. J. Mussio, B.Sc., M.A., Ph.D.

Director, Curriculum Development
R. M. Overgaard, B.A., M.Ed.

Assistant Director, Curriculum Development
I. J. Cameron, B.Ed., M.Ed., Ed.D.

Director, Modern Languages Services
G. Mills, B.Ed., Ph.D.

Director, Student Assessment
A. R. Taylor, B.Sc., M.Ed.

Assistant Director, Administration
R. L. Connolly, B.A., Dip. Public Admin.

Division of Field Services

Executive Director, Field Services
A. J. H. Newberry, B.A., M.Ed., Ed.D.

Director, Field Operations
D. R. Smyth, B.P.E., M.Ed.

Assistant Director, Field Operations
P. D. McMuldroch, B.A., M.Ed.

Director, Program Effectiveness
W. Taylor, B.Ed., M.Ed.

Acting Director, Teacher Services
E. D. Cherrington, B.A., Dip. Ed., Dip. Public Admin.

District Superintendent, Central Coast
T. Good, B.A., M.Ed.

District Superintendent, Southern Okanagan
W. B. Johnston, B.Ed., M.Ed.

District Superintendent, Keremeos
M. Roscoe, B.A., M.A.

Division of Special Education

Executive Director, Special Education
W. J. Desharnais, B.A., M.Ed.

Director, Indian Education
T. G. Ellwood, B.Ed., M.Ed.

Director, Special Education Services
B. Farquharson, B.Ed., M.Ed.

Director, Administration
K. Forshaw, B.A., M.Ed.

Coordinator, Learning Assistance and Learning Disabilities
C. Soler, B.A., M.Ed.

Coordinator, Mentally and Physically Handicapped
H. Main, B.A., Dip. C.C.

Coordinator, Enrichment and Gifted Education Programs
C. Laine, A.S.B.I., L.C.P., M.A.

Director, Vision Services
E. Y. P. Lau, B.A., M.Ed.

Director, Hearing Impaired and Speech Programs
H. Minto, B.Ed., M.Ed.

Coordinator, Hearing Impaired Programs
L. McLaughlin, B.Ed., M.Ed., Dip. Deaf Educ.

Coordinator, Speech/Language Programs
C. Macmillan, B.A., M.A.

Principal, Jericho Hill School for the Deaf
H. I. Adams, B.A., Dip. Deaf Educ.

Vice Principal, Jericho Hill School for the Deaf
N. E. Miller, B.A., M.A.

Division of Schools Management Services

Executive Director, Schools Management Services
B. D. Anderson, B.Ed., M.Ed., Ph.D.

Director, Schools Operations
K. C. Starling

Director, Schools Facilities
E. L. Bullen, B.A., M.A., Ph.D.

Schools Policy & Planning

Director, Schools Policy & Planning
K. A. MacIver, B.A., M.P.A.

Post-Secondary Department

Assistant Deputy Minister
G. L. Fisher, B.Sc., M.Sc., Ph.D.

Division of Program Services

Executive Director, Program Services
L. J. Thompson, B.A., B.Sc., F.C.I.S.

Director, Vocational Programs
D. R. MacRae, B.Sc.

Director, Academic and Technical Programs
G Bunney, B.A. M.A.

Director, Curriculum Development
N. Rubidge, B.Sc., M.Sc., Ed.D.

Director, Trades and Industrial Training
J. D. Meredith

Director, Continuing Education
R. L. Faris, B.A., M.Ed., Ph.D.

Coordinator, Continuing Education
S. R. Harvey, B.A., B.Ed.

Division of Management Services

Executive Director, Management Services
J. F. Newberry, B.Ed., M.Ed., Ph.D.

Director, Research & Analysis
R. C. McCandless, B.A., M.P.A.

Acting Coordinator, Student Services
M. Browning

Director, Post-Secondary Operations
D. S. Adams, C.G.A.

Management Operations Department

Division of Legislative & Information Services

Executive Director, Legislative & Information Services
J. Walsh, B.Sc., M.Ed.

Acting Director, Information Services
E. Denhoff

Librarian
N. Lofthouse, B.A., M.L.S.

Division of Systems Services

Director, Systems Services
J. Roche, B.Sc.

Director, Management Systems Services
M. Rhodes, B.A., M.P.A.

Division of the Ministry Comptroller

Acting Ministry Comptroller & Director, Accounting Services
S. W. Woodward, Dip. Bus. Admin., R.I.A.

Division of Budget Development and Analysis

Executive Director, Budget Development and Analysis
D. L. Hartwig, B.A.

Director, Program Analysis Services
D. N. Newman, B.A., B.Ed., M.Ed.

Manager, Budget Development Services
D. F. Hughes, Dip. Public Admin.

Personnel Services Branch

Director, Personnel Services
J. A. Holmes, Dip. Public Admin.

Senior Personnel Officer
C. H. Bateman, B.A., M.A.

Personnel Officer
D. J. Wright, B.Comm.

Correspondence Education Branch
Director
W. B. Naylor B.A., M.Ed.

Assistant Director, Correspondence Education
E. Walker, B.A., M.A., Dip. Ed.

Provincial Educational Media Centre
Director
W. L. Groutage, B.A.

Publication Services Branch
Director
P. J. Northover, B.A., B.Comm., M.B.A.

Assistant Director, Operations Branch
G. Howard, F.I.C.B.

INTRODUCTION

Introduction

The Education System

During 1984/85 the Ministry of Education was active in three main areas: public school education (and independent schools), post secondary education and Ministry management operations. For the delivery of educational services, the province was divided into school districts and college regions.

The 75 school districts in the provincial school system contain 1,536 schools. The provincial college system is composed of 15 comprehensive community colleges and four provincial institutes. One hundred sixty-five classified Independent Schools receive government grants.

There are five Provincial statutes which have a direct impact on the mandate and obligations of the Ministry, 22 other provincial statutes which have an indirect impact, and 11 federal statutes which are of major significance. These statutes are set out in Figure 1.1 on Page 16.

Mission, Goals and Objectives of Ministry

The mission and goals of the Ministry are constantly evaluated against current community needs. In January, 1985 the Ministry defined its goals in a working mission statement as follows:

> The British Columbia Ministry of Education ensures that the Province's education system gives students an opportunity to receive a quality education in a cost-effective manner. The Ministry will provide leadership and encouragement to the education agencies in British Columbia, set an overall direction for the education system and focus on the following areas of high level provincial concern:
>
> — program direction, development and implementation;
>
> — finance and facilities management;
>
> — student access, achievement and preparation for a role in society;
>
> — teaching/instructional performance, including public schools teacher preparation, certification and professional performance.

The goals of the Ministry stemming from the mission statement are:

1. to establish and maintain high quality education in basic programs and appropriate opportunities in a broad range of optional programs;
2. to ensure effectiveness, economy and efficiency in the provision of education and in the management of the Ministry of Education;
3. to ensure that the system of governance is such that the goals of the system may be achieved;
4. to foster a climate of innovation and vitality;

5. to establish and maintain effective representation or relationships with other ministries and agencies of the Province of British Columbia in the furtherance of provincial goals;

6. to represent the Province of British Columbia in the protection and maintenance of its relative position in educational matters relating to agreements on finance or governance with other provinces or Canada, in the province's jurisdiction and powers under the Constitution in the furtherance of legitimate educational aspirations, and in active pursuit of cooperative ventures of educational benefit with other Provinces, Canada, or other nations.

In order to meet its mandate and obligations, the Ministry is organized as set out in Figure 1.2.

Figure 1.1 Statutes related to the activities of the Ministry of Education

(A) British Columbia Provincial Legislation Administered by Ministry

STATUTE	PURPOSE
School Act	Governs the management of the B.C. public school system including powers and duties of school boards, health, pupil attendance, teacher appointments, salary bargaining, curriculum, capital finance and learning assessment.
Education (Interim) Finance Act	Governs the operational or non-capital financing of the B.C. public school system.
School Support (Independent) Act	Governs the financial basis of government funding to independent schools.
College and Institute Act	Governs the management of B.C. community colleges and institutes (excluding the British Columbia Institute of Technology) for technical, vocational, and artistic training, as well as university transfer.
Institute of Technology Act	Governs the management of the British Columbia Institute of Technology, an institution providing technological courses and vocational training.

The following statutes also have an impact upon how the Ministry functions.

(B) Provincial Legislation Which Has an Impact on the Ministry

Apprenticeship Act
Auditor General Act
Compensation Stabilization Act
Educational Institution Capital Finance Act
Employment Standards Act
Financial Administration Act
Financial Information Act
Health Act
Home Owner Grant Act
Human Rights Act
Labour Code
Municipal Act
Pension (College) Act
Pension (Public Service) Act
Pension (Teachers) Act
Public Sector Restraint Act
Public Service Act
Purchasing Commission Act
School District Capital Finance Act
Supply Act
System Act
Young Offenders (British Columbia) Act

(C) Federal Legislation Which Has an Impact on Education

Canada Student Loans Act
Canadian Human Rights Act
Department of Indian Affairs and Northern Development Act
Federal Provincial Fiscal Arrangements and Federal Post-Secondary Education and Health Contributions Act
Indian Act
Metric Conversion Act
National Training Act
Official Languages Act
Statistics Act
Vocational, Rehabilitation of Disabled Persons Act
Young Offenders Act
(There is also a provincial Act with a similar name)

PUBLIC SCHOOL EDUCATION

Public School Education

Overall Objectives

The objective of the British Columbia Ministry of Education in the area of public school education is to ensure that the Province's education system gives students an opportunity to receive a quality education in a cost-effective manner. The Ministry provides leadership and encouragement to the educational agencies in B.C. and, in conjunction with the 75 school districts, sets an overall direction for the education system focusing on the following areas of provincial concern:

1. program direction, development and implementation;
2. finance and facilities management;
3. student access, achievement and preparation for a role in society;
4. teaching/instructional performance, including public school teacher preparation, certification and professional performance.

The report which follows is organized around these four major components of the Ministry's mission. The data included here relate primarily to the 1984 calendar year and 1984/85 school year, and are placed in an historical context where possible and appropriate.

The System

Administration

The public school system in the Province is administered by 75 school boards. Each board is responsible for ensuring that the educational and financial operation of its district is undertaken in an appropriate manner. During the latter part of 1984/85, two boards (Cowichan and Vancouver) were replaced by Government appointed trustees.

Curriculum

The school curriculum is divided into elementary (kindergarten to grade 7) and secondary (grades 8-12) components. The secondary portion is further divided into junior secondary (grades 8-10) and senior secondary (grades 11-12) portions. Schools do not necessarily follow these configurations.

Responsibility for programs is shared between the Ministry and the school districts. The first section of the report describes the Ministry's activities in that area.

Program Direction (Curriculum Changes)

Elementary K-7

Kindergarten

A new curriculum guide, in discretionary use in 1984/85, was developed following a 1980 provincial assessment of kindergarten programs. The guide will be in use in September, 1985. Included in the document is a collection of ideas and suggestions for teachers. Response from educators in B.C. and across Canada has been positive, and demand for curriculum orientation and in-service support has been heavy.

Language Arts

The language arts include reading, language, spelling, literature and general oral and written communication skills. The language arts curriculum has been fully in place since 1982, following a three-year provincial curriculum phase-in period which began in 1979. A curriculum review process will begin in 1986 to evaluate this program and identify methods of enhancing it.

Mathematics

A proposed curriculum for grades 1-12 was issued in June, 1985, following a two-year development period. Committees of teachers and university specialists based their recommended changes on two provincial assessments of mathematics, the recent international assessment of mathematics, and the research literature. Among the proposed changes affecting the elementary program are:

- increased emphasis on problem solving throughout the curriculum;
- increased time devoted to geometry;
- teaching of probability and statistics at all grade levels;
- use of decimal fractions at the grades 1-7 level for most work, with simple fractions introduced at the elementary level, and complicated fractions delayed until junior secondary (grades 8-10);
- introduction of calculators at all grade levels to check manual computations, to handle complex computations and to assist with problem solving.

These and other recommendations will be examined by the Ministry, and implementation of the new curriculum is expected to begin in September, 1986.

Social Studies

A revised social studies curriculum for grades 1-7 was issued to elementary schools in 1982. This program was based on extensive consultation with teachers and the public and a 1977 provincial assessment of social studies. New student textbooks for the program were distributed to schools beginning in September, 1983, and a completion date of 1987 was set for the introduction of new student materials developed in British Columbia.

Science

Current curriculum work in science is focused at the secondary grades, although monitoring of the elementary program continues with a provincial assessment planned for 1986. Of continuing concern is that provincial science assessments indicate that some elementary teachers appear to allocate less time to science than is recommended provincially.

Fine Arts

A revised elementary Fine Arts curriculum was issued in 1985. The curriculum and the accompanying practical suggestions emphasize both creation and appreciation of art, music and drama. Districts or schools have the option of teaching any combination of the Fine Arts.

Special Education

Work continued with the development and implementation of resource books to assist teachers in the instruction of special needs students. The Core Curriculum Supplement for teachers of the mentally handicapped was implemented, and resource books for teachers of the visually handicapped were developed. These guides, in the areas of orientation and mobility and physical education, stress the teaching of these special needs students in the regular classroom.

Secondary Grades 8-12

Graduation Requirements

In October, 1984, the Minister of Education announced revised graduation requirements. Students who begin grade 11 in September, 1985, are required to take a minimum of 14 grade 11 and 12 courses and are required to pass 13 in order to be eligible for a secondary school statement of standing, commonly known as the Dogwood Certificate. This may include two locally developed courses. Four provincially authorized "12" level courses, including an English 12 course, form part of that requirement.

Within the 13 course minimum, students entering grade 11 in September, 1985, must successfully complete:

— English 11 and English 12, or Communications 11 and 12;

— Social Studies 11;

— one Mathematics 11 course.

Students entering grade 11 in September, 1986, will also be required to complete at least one Science 11 course as one of the 13 courses.

To assist in the transition to the new requirements, a planning booklet entitled "10-Plus" was distributed to support the counselling of grade 10 students who must satisfy the new graduation requirements.

Along with the graduation diploma, a new school leaving certificate was designed, for students who complete 12 years of school and are judged to deserve a certificate indicating success in completing a full program in accordance with their interest and abilities.

English

Two new, alternate, senior English courses, Communications 11 and 12, were issued to schools in 1985. These courses represent an effort by the Ministry to provide challenging senior English programs that focus on skill development for those students who have difficulty meeting the expectations of English 11 and 12.

Mathematics

As with the elementary program, curriculum committees have developed proposed changes to the secondary curriculum. Those changes are based on a series of province-wide assessments and research, as well as the results of the International Mathematics Assessment. Consultation with schools throughout the province will occur throughout the fall of 1985. Among the changes proposed:

- greater emphasis will be placed on problem solving at all secondary grade levels. Geometry will be used to develop logical thinking skills and problem solving at the secondary level;
- two senior grade 12 mathematics courses will be offered. One of the courses will be designed for those students whose career interests relate to mathematics and science;
- specific curriculum for students experiencing difficulties in mathematics at the junior secondary level will be developed.

Social Studies

After a lengthy period of consultation and debate, a new social studies curriculum is being phased into secondary schools, grades 8-11. The new curriculum aims to instil in students an understanding of Canadian and world history and geography, and also attempts to engage students in the analysis of current issues confronting Canada and its world partners.

Science

Curriculum work in science is concentrated in the secondary grades (8-12). The junior secondary level (grades 8-10) is in the first year of a three year implementation period. This curriculum, which is based on previous provincial assessments and current research, emphasizes the development of attitudes and thinking skills as well as the acquisition of content knowledge. The former curriculum placed a greater emphasis on content knowledge.

At the senior secondary level (grades 11-12), revisions are underway in Biology 11 and 12, and Chemistry 11 and 12. Both will be ready for school use in 1987.

A new science course, Science and Technology 11, is being developed for 1986 in an effort to provide students facing new graduation requirements with another science option. Science and Technology 11 will be a course "about" science and is intended to help students understand the place of science and technology in their daily lives. The course will be organized in a flexible manner that is intended to accommodate variations in teaching skills and facilities available in schools.

Computer Science

During 1984/85, a new Computer Science 12 curriculum was made available for optional implementation. The course attempts to acquaint students with the systems analysis method of solving problems. An interim curriculum guide, textbooks and software were distributed during the summer of 1985. Curriculum orientation workshops were held in three regional locations over the summer of 1985. Student enrolments in the new course have far exceeded expectations.

English as a Second Language

Work continued on the development of a resource book providing suggested administrative and instructional strategies for use with students who are learning English as a Second Language. The resource book is to be distributed to schools in 1986.

Curriculum Development Overview

Figure 2.1 gives details of curriculum development activities from 1980 to 1985, and the work done during that time.

Figure 2.1 Curricula Introduced Since 1980

SUBJECT AREA	CURRICULUM GUIDE PRODUCED	RESOURCE BOOK PRODUCED
Acting 11/12	X	
Art 8-12	X	
Business Education 9-12		
General Business	X	
Office Procedures/Business Commerce	X	
Shorthand	X	
Typewriting	X	
Marketing	X	
Career Preparation 11/12		
Hospitality/Tourism Industry		
(Food Services)	X	
(Tourist Services)	X	
Mechanics	X	
Metal Fabrication	X	
Communications 11-12	X	X
Composition 11	X	

***Figure 2.1 Curricula Introduced Since 1980*—Continued**

SUBJECT AREA	CURRICULUM GUIDE PRODUCED	RESOURCE BOOK PRODUCED
Computer Awareness		X
Computer Science 12	X	
Computer Studies 11	X	
Computer into the Classroom K-7		X
Consumer Education 12	X	
Directing and Scriptwriting 12	X	
Early French Immersion 1-3	X	
Elementary Language Arts 1-7	X	
EFSL 4-7	X	
ESL 1-7		X
Family Management 11	X	
French 8-12	X	
Kindergarten	X	X
Late French Immersion	X	
Math Problem Solving		X
Music 8-12	X	
Physical Education 8-11	X	
Physics 11	X	
Physics 12	X	
Programme Cadre 1-7	X	
Science 8-10	X	X (2)
Social Studies 1-7	X	X (2)
Spanish 9-12	X	
Stagecraft 11/12	X	
Writing 11	X	
Special Publications:		
Core Curriculum supplement for Mentally Handicapped Students		
Enrichment and Gifted Education Resource Book		
Enrichment Materials K-12		
Hearing Impaired Resource Book		
Metrics in the Schools — Handbook		
Native Indian Language Arts Resource Book		
Visually Impaired Resource Book		

Curriculum Development budget, 1980 to 1985 — $7,180,011

Finance and Facilities Management

Mandate

The Ministry's mandate in the schools area includes the management, on a province-wide basis, of the financial and facilities aspects of the public schools system. This section of the report describes activities in that area.

Facilities

In consultation with school districts, the Schools Facilities Branch produces a capital budget intended to provide the equipment and transportation requirements of the provincial school system, to maintain existing facilities and construct new buildings as required, and to correct unsafe conditions or prevent deterioration of a facility.

Figure 2.2 details the number of schools operating in B.C. since 1980/81. The cost of operating and maintaining these schools in the 1984 calendar year was $249.2 million. It is difficult to provide historical comparisons of the costs due to the introduction of the new Financial Management System in 1983. This change significantly altered the budget reporting structure.

The variation in the number of schools reflects the change in enrolment over the period shown.

Figure 2.2 Number of Schools by Grade Configuration — 1980/81–1984/85

	ELEMENTARY (K-7)	SECONDARY (8-12)	ELEM/SEC (VARIOUS)	TOTAL
1980/81	1,217	292	91	1,600
1981/82	1,230	292	89	1,611
1982/83	1,213	290	111	1,614
1983/84	1,200	281	101	1,582
1984/85	1,156	278	102	1,536

NOTE 1: Excludes rehabilitation and containment centres, alternate facilities, etc.

Capital Construction

Capital works for 1984/85, together with capital projects approved in prior years, resulted in an annual debt service cost of $181 million in 1984.

Figure 2.3 shows schools' capital budgets, by category, since 1980.

Figure 2.3 Schools Capital Budgets — 1980/81–1984/85

	VALUE OF PROJECTS FOR: ($ MILLIONS)					
	NEW SPACE	EQUIP.	BUS REPLACE.	MINOR RENOV'NS	EMERGENCY (NOTE 1)	TOTAL
1980/81	99.9	6.9	2.3	5.3	13.7	128.1
1981/82	187.9	14.6	3.9	5.9	7.4	219.7
1982/83	111.7	11.0	3.1	6.8	12.5	145.5
1983/84	9.4	2.5	2.8	4.1	1.1	20.0
1984/85	31.9	1.9	3.4	4.5	11.0	52.6

NOTE 1: Emergency projects include safety and building code requirements.
NOTE 2: Since 1980, 233 major roofing projects and 86 new school projects have been carried out.

Figure 2.4 shows the replacement value of insured school district facilities in 1984/85.

Figure 2.4 Replacement Costs of Insured School District Buildings—1984/85

BUILDING TYPE	VALUE
Schools	
— Open	$4,136,921,611
— Closed	82,338,683
Other District Space	
— Open	140,846,636
— Closed	2,312,049
TOTAL	$4,362,418,977

NOTE: Excludes teacherages and mobile homes

School districts' requests for capital expenditure are evaluated against the following criteria:

1. facility and site renovations required to prevent unsafe conditions and/or plant deterioration;
2. pupil enrolments which exceed existing school capacity;
3. Ministry authorized increases in the scope of educational programs, such as junior secondary science, requiring additional space or equipment.

Figure 2.5 compares enrolments and capacities in the Province since 1980/81. This provides a measure of the use of space.

Figure 2.5 School Enrolments and Capacities—1980/81–1984/85

	OPERATING CAPACITY (NOTE)	HEADCOUNT ENROLMENT	ENROLMENT AS A PERCENTAGE OF CAPACITY
1980/81	N/A	509,805	N/A
1981/82	N/A	503,371	N/A
1982/83	653,950	500,336	76.5
1983/84	661,560	497,312	75.1
1984/85	668,230	491,085	73.5

NOTE: Operating capacities reflect allowances for secondary timetabling difficulties.

There are considerable difficulties in preparing capital plans for the school system. Because of enrolment declines, some school capacity is underutilized at present. At the same time, maintaining aging facilities to meet future program requirements is becoming more important in capital planning, and it is still necessary to construct new schools in areas where the school-age population is expanding.

Finance

In July, 1983, the Province introduced a new Financial Management System. The tool used to establish allowable school board operating budgets was the Fiscal Framework. The Framework was employed for the first time in setting 1984 school district budgets, and is intended to show the shareable cost of operating education programs in all school districts in a standardized manner.

The system employs a series of provincially developed service levels which establish a basic level of service in each district. Standard cost factors are then applied to the service levels to establish allowable budgets. The system has several goals, and the Ministry has recently been reviewing its success in meeting those goals. Some progress has been made toward meeting the following goals:

- providing better local and provincial cost control;
- providing comparisons of both educational results and financial costs among school boards by clarifying and standardizing financial data;
- providing credible information on how financial resources are being spent in school districts;
- obtaining financial information to enable assessments of the impact of provincial funding decisions on the educational aspects of the school system;
- establishing provincial standards for service to enable the Province to identify the level of critical resources being used in the system.

Alterations

Important financial changes during the last year include:

Improved Financial Accountability

The Financial Management System for school boards now makes it possible for the public, the Government and school boards to understand what factors are responsible for increasing costs (and taxes) within the school system.

Improved Systems Procedures

These include the amortization of early retirement costs over several years, improved service levels, and implementation of a new fiscal year for school districts which corresponds to the school year.

School Board Budgets

The public school system has now met the financial targets set by the Government in 1983 (except for adjustments agreed to since that date). Figure 2.6 shows budgets since 1982.

Figure 2.6 Gross Shareable Operating and Total Gross Budgets and Gross Budgets Per Pupil—1982–1985/86

	GROSS SHAREABLE OPERATING BUDGETS ($ BILLIONS)	TOTAL GROSS BUDGETS ($ BILLIONS)	TOTAL GROSS BUDGET PER FULL-TIME EQUIVALENT (FTE) PUPIL
1982	1.669	1.867	$3,845
1983	1.683	1.899	$3,937
1984	1.661	1.904	$3,980
1985 (6 months)	0.946	1.079	*$2,370
1985/86 (projected)	1.619	1.839	**$3,916

NOTE: Teachers' pension fund amounts (which were included in shareable operating budgets in 1984) have been added to 1982 and 1983 budgets for comparative purposes.

* This figure cannot be used for comparison.

** Accurate enrolment figures were not yet available when this report was prepared.

Gross Shareable Operating Budgets comprises all portions of school district operating budgets in which the Province will share and include all components of district operating budgets except allowable additions.

Total Gross Budgets comprise the total of school district budgets, including operating, non-shareable capital and debt service components.

It should be noted that while the per FTE pupil cost changed, total budgets remained almost static owing to declining enrolment.

Referenda

Legislation was enacted enabling boards to seek referendum approval for additional expenditures. In 1985, no board chose this option.

Budget limits

For the 1985 (January-June) transitional budget period, all 75 boards submitted budgets complying with provincial limits. For the 1985/86 budget period, two boards, Cowichan and Vancouver, were unwilling to meet this condition. These boards were replaced by official trustees in May, 1985. Shortly after their appointments, both trustees complied with budget targets.

Taxation Issues

A new residential tax formula was introduced in 1982 and revised in 1984, and is being gradually phased in. It more equitably distributes the tax effort throughout the Province. The 1985 school tax for non-residential property was greatly reduced over the 1984 amount largely because the tax on machinery and equipment was reduced in the first step of a program leading to its elimination. Residential school taxes were lower than 1981 levels.

Figure 2.7 shows the source and application of revenue for the Province's school boards for the year 1984.

Figure 2.7 Source and Application of Funds 1984 School District Budgets ($000)

	$	$
Provincial Grants		
Direct Grant — Operating Expenditures	1,133,374	
Direct Grant — Debt Service Expenditures	146,851	
Indirect Grant — Teachers' Pensions	105,845	
TOTAL		1,386,070
Residential Taxation		
Operating Expenditures	378,787	
Debt Service	24,060	
Capital Expenditures	16,174	
TOTAL		419,021
Other Sources		
Direct Operating Surplus, Previous Years	12,184	
Direct Debt Services, Previous Years	10,108	
Miscellaneous Revenues (Sale of Supplies, Tuition Fees, etc.)	77,064	
TOTAL		99,356
TOTAL BUDGETED REVENUE AND EXPENDITURES		1,904,447

Staffing and Pupil-Teacher Ratios

Figure 2.8 shows provincial full-time equivalent (FTE) enrolments, teachers employed and pupil-teacher ratios (PTR) since 1975. Most districts have kept their level of service up (i.e. kept the PTR down) by reducing operations and maintenance costs in order to preserve teacher jobs, and have kept their class size down by reducing administration costs. As Figure 2.8 shows, the teaching force declined by 1,540 teachers from September, 1982 to September, 1984, a decline paralleling the decline in enrolment. Most of the decrease was accounted for by attrition. Large numbers of layoffs have not occurred.

Figure 2.8 Full-Time Equivalent Enrolments, Teachers and Pupil-Teacher Ratios—September, 1975–September, 1984

	FTE ENROLMENT	FTE TEACHERS	PUPIL-TEACHER RATIOS
September, 1975	525,344.00	27,454.60	19.14
September, 1976	518,425.00	27,858.70	18.61
September, 1977	510,642.50	28,181.40	18.12
September, 1978	500,198.00	28,086.50	17.81
September, 1979	494,522.00	27,861.00	17.75
September, 1980	492,053.50	28,437.90	17.30
September, 1981	485,560.50	29,156.90	16.65
September, 1982	482,255.00	28,183.50	17.11
September, 1983	478,543.50	28,023.63	17.08
September, 1984	472,264.14	26,643.12	17.73

Figure 2.9 shows provincial average salaries of B.C. public school teachers since September, 1980.

Figure 2.9 Provincial Average Public School Teachers' Salaries (Including All Allowances)

YEAR	SALARY	STATUTORY BENEFITS AND PENSION COSTS	TOTAL (not including fringe benefits)
September, 1980	$25,232	$3,723	$28,955
September, 1981	$28,516	$4,762	$33,188
September, 1982	$34,221	$4,991	$39,212
September, 1983	$35,878	$5,006	$40,882
September, 1984	$36,422	$4,758	$41,210

NOTE 1: "Teachers" includes all certified teachers except superintendents and assistant superintendents.

Figure 2.10 shows average elementary and secondary class sizes since 1975/76. The decline in the number of teachers has not led to corresponding increases in class size. This may be because enrolment declined and a reordering of priorities by school districts moved teachers from non-teaching roles into classrooms.

Figure 2.10 Average Elementary and Secondary Class Size — 1975/76–1984/85

	AVERAGE ELEMENTARY CLASS SIZE	AVERAGE SECONDARY CLASS SIZE
1975/76	24.70	24.20
1976/77	24.10	24.00
1977/78	23.50	23.70
1978/79	23.40	23.00
1979/80	23.10	23.30
1980/81	22.80	22.90
1981/82	23.70	22.40
1982/83	23.90	23.10
1983/84	24.00	23.60
1984/85	23.60	24.46

Figure 2.11 shows the number and percentage of teachers in administrative roles since September, 1975. The percentage in September, 1984 stood at less than three quarters of its 1981 peak. The ratio of teachers in administration dropped from one in 10 to only one in 15 in three years.

Figure 2.11 Teachers in Administrative Roles — Sept., 1975–Sept., 1984

	NUMBER OF TEACHERS IN ADMINISTRATIVE POSITIONS	% TOTAL TEACHING FORCE
September, 1975	1,987.8	7.2
September, 1976	2,101.2	7.5
September, 1977	2,227.6	7.9
September, 1978	2,356.4	8.3
September, 1979	2,367.9	8.5
September, 1980	2,581.8	9.0
September, 1981	2,765.4	9.5
September, 1982	2,419.4	8.6
September, 1983	2,422.0	8.6
September, 1984	1,765.6	6.6

Student Access and Achievement

Mandate

One of the most important aspects of any school system is its philosophy concerning student access to the system. From the inception of the British Columbia school system over 100 years ago, a major aim of the system has been to ensure that students throughout the Province have as equal an opportunity as possible to attend the Province's schools, and that their education would not be adversely affected by a local district's lack of resources. This section of the report details the past year's efforts in that direction.

Enrolment, Withdrawal and Attendance

Enrolment and Demographics

In September, 1984, the public school system enrolled 490,571 students, of whom 36,613 were in kindergarten, 255,900 in grades 1-7 and 198,058 in grades 8 to 12. Figure 2.12 shows enrolment data since September, 1975. [Note that Figure 2.12 numbers are shown as full-time equivalents (FTE): kindergarten students attend half days, and some senior secondary students attend less than full time.]

Figure 2.12 Kindergarten, Elementary and Secondary FTE Enrolments Including Special Education Enrolments — Sept., 1975–Sept., 1984

	FTE ENROLMENT		
SEPT. OF	ELEMENTARY (K-7)	SECONDARY (8-12)	TOTAL
1975	306,461	218,883	565,344
1976	297,995	220,430	518,425
1977	289,724	220,918	510,642
1978	286,015	214,183	500,198
1979	285,074	209,448	494,522
1980	288,606	203,447	492,053
1981	287,499	198,061	485,560
1982	283,101	199,154	482,255
1983	278,338	240,205	478,543
1984	274,206	198,057	472,264

In September, 1975, public school enrolment represented 94.3% of the five to 17 age group. This ratio increased slightly to 95.3% in September, 1984.

Attendance Rates

Student attendance rates offer another measure of student use of schools. Fig. 2.13 shows provincial student attendance rates over time. In general, attendance rates have increased slightly since 1980/81.

Figure 2.13 Total Actual Attendance as a Percentage of Total Possible Attendance — 1980/81–1983/84

1980/81	93.39
1981/82	93.89
1982/83	94.05
1983/84	93.90
1984/85	94.33

Graduation Rates

Figure 2.14 shows graduation rates since 1980/81. The variations in rates from year to year are not easily explained. Provincial grade 12 examinations were resumed in 1983, and the Ministry will monitor the graduation rates closely to see if they are affected by resumption of exams.

Figure 2.14 Graduation Rates for Grade 12 Students

	NUMBER GRADUATING	% OF JUNE 30 ENROLMENT
1980/81	29,292	76.6
1981/82	29,911	79.7
1982/83	29,111	76.3
1983/84	26,936	71.7

Of the 28% of students who did not receive a graduation certificate in June, 1984, some were special needs students, some were taking extra time to complete grade 12 and the rest failed to meet the graduation requirements.

Academic Achievement

Provincial Examinations

The purpose of the grade 12 Provincial Examination Program is to ensure that grade 12 students meet consistent provincial standards of achievement in academic subjects. The examination program also attempts to ensure that students graduating from all schools in the Province will be treated equitably when applying for admission to post-secondary institutions, and provides useful feedback to the schools and teachers for program evaluation purposes.

Provincial examinations are designed to test student achievement in the core curricular objectives of each of the 13 academic subjects. The development and marking of the examinations, therefore, involves Ministry consultation with a number of groups of educators, from throughout the Province, who are familiar with both provincial grade 12 curricula and with testing methodology. Fifty-six committees, each composed of experienced teachers, are struck annually to carry out the necessary development, review and marking tasks.

Four separate committees are established in each of the 13 subject areas to:

(1) determine the content and level of the examinations (based on the curriculum);

(2) prepare examination items and drafts of the examinations;

(3) review the examination drafts;

(4) establish examination and marking standards.

As in 1984, the Ministry received excellent cooperation from teachers throughout the Province in both the development and marking of examinations.

In 1985, grade 12 provincial examinations were administered in January, June, and August. Figure 2.15 summarizes student participation in the program for 1984 and 1985.

Figure 2.15 Student Participation in Provincial Examinations — 1983/84–1984/85

	1983/84		1984/85	
	No. WHO WROTE	No. OF EXAMS WRITTEN	No. WHO WROTE	No.OF EXAMS WRITTEN
January	11,983	19,191	10,644	16,251
June	26,544	63,523	27,266	67,394
August	1,427	2,121	1,140 (est.)	1,660 (est.)
TOTAL*	39,954*	84,835	39,070*	85,305
Total No. Grade 12 Pupils	35,633		34,959	

* Some students wrote exams at more than one sitting.

The number of students participating in the program for the January and June administrations was approximately the same as in 1983/84.
Figure 2.16 shows the letter grade distributions (combined school and provincial marks) for January and June, 1985.

Figure 2.16 1984/85 Provincial Final Results (January and June Results)

SUBJECT AREA	NUMBER OF STUDENTS WRITING	% REPORTING		
		73% (B) OR HIGHER	BETWEEN 50% (P) AND 72% (C+)	LESS THAN 50%
Algebra	10,800	33.8	55.7	10.4
Biology	7,328	31.9	59.5	8.3
Chemistry	5,506	40.8	51.9	7.2
English	26,329	30.2	63.8	4.9
English Literature	3,694	33.3	57.8	8.8
German*	137	59.8	37.9	2.2
Latin*	11	45.5	54.6	0.0
Spanish*	76	55.2	40.8	3.9
Physics	3,424	40.3	54.2	5.4
French	4,360	41.4	53.5	5.0
Geography	7,546	26.6	66.2	7.1
Geology*	566	23.1	66.8	9.7
History	7,448	33.7	57.8	8.4

* Note: Owing to the limited number of students writing these exams, care should be taken when interpreting results.

In the spring of 1985, committees of teachers met to review the design specifications for 1986 examinations. These specifications outline the curriculum topics and levels of thinking to be addressed by the test questions.

Scholarship Examinations

The Ministry of Education provides cash scholarships to students who do well in special scholarship examinations. The top 20 candidates receive $2,000 scholarships while other scholarship winners receive $1,000. In addition, district scholarships are awarded to students who excel in business, industrial education, music, drama or art.

Three percent of the provincial grade 12 students receive provincial scholarships, while 1% of the grade 12 students in each district are eligible to receive district scholarships.

Figure 2.17 District Scholarships Awarded — 1980/81–1984/85)

	NUMBER OF STUDENTS RECEIVING	NUMBER OF SCHOOLS INVOLVED	NUMBER OF DISTRICTS INVOLVED
1980/81	373	146	71
1981/82	377	137	73
1982/83	379	162	72
1983/84	400	166	75
1984/85	400	151	73

Figure 2.18 shows the number of grade 12 students who wrote scholarship exams since 1981. Participation has remained constant except for 1983/84, when the reintroduction of provincial examinations and the consequent change in the system reduced participation. The percentage participating rose again in 1984/85, as shown in Figure 2.18.

Figure 2.18 Student Participation in Scholarship Examinations — 1980/81–1984/85

	NUMBER PARTICIPATING	% CHANGE OVER PREVIOUS YEAR	% OF GRADE 12 ENROLMENT
1980/81	5,532	+4.5	15.1
1981/82	5,684	+2.7	15.6
1982/83	6,036	+6.2	15.9
1983/84	4,705	−22.1	12.7
1984/85	5,200	+10.5	15.1

General Educational Development Test Program

The purpose of the General Educational Development (GED) Test Program is to provide adults with assistance in pursuing their educational and vocational goals. The GED tests are administered by the Ministry for adults who have not graduated from secondary school, but who think they could qualify for graduation. Upon successful completion of GED tests, adults are awarded a high school equivalency certificate. Figure 2.19 details participation in the program since 1981.

Figure 2.19 Participation in the General Educational Development Test Program — 1980/81–1984/85

	NUMBER PARTICIPATING	% CHANGE OVER THE PREVIOUS YEAR	SUCCESS RATE
1981	4,924	−1.9%	87.4%
1982	5,068	+2.9%	81.9%
1983	4,250	−16.1%	77.1%
1984	3,965	−6.7%	79.6%
1985 (estimate to December 31)	3,330	N/A	N/A
1985 (actual to June 30)	1,682	N/A	76.9%

As well as setting GED examinations, the Ministry provides funding for adults taking courses leading to GED examinations.

Assessments

In 1985, the third assessment of mathematics provided information on the achievement and attitudes of all students in grades 4, 7 and 10. The provincial interpretation panels, composed of teachers, administrators, parents and trustees, rated the results according to standards of achievement developed by each grade panel, and each district received both provincial results and the results for the district. It is expected that school boards will review the results and consider possible follow-up actions for their district.

The five areas of study rated at each grade level were: number and operation, geometry, measurement, algebraic topics, and problem solving.
At the grade 4 level, all areas were rated as satisfactory except for problem solving, which was rated marginal. At the grade 7 level, all areas were rated as satisfactory except measurement, which was rated marginal.

At the grade 10 level, two areas were rated satisfactory: measurement and problem solving; and three were rated marginal: number and operations, geometry, and algebraic topics.

The Ministry is revising curriculum in areas where problems exist, as outlined earlier in this report.

Interprovincial and International Comparisons

It is difficult to compare student performance among countries because of differences in curricula and the age levels at which various topics are taught, but the preliminary results of the International Study of Mathematics provide some basis of comparison between B.C. students and those in other countries.

The study was administered during 1980-82 in 22 countries. Student achievement results from seven countries have been made public.

At the grade 8 level students in British Columbia compare favourably to those in other countries. Overall, the results place B.C. students among the top third of the 22 participating countries, and higher than students from any other English-speaking jurisdiction (including those countries whose results have not yet been released to the public).

On the other hand, it is clear that students in some other countries, notably Japan, perform much better than our students do and have a very different curriculum. Our existing grade 8 mathematics program, like most others at that level in North America, is very general and unfocused. Moreover, the grade 8 program recapitulates much of what was done in grade 7. These and other issues have been addressed by provincial mathematics curriculum committees.

At the grade 12 level, British Columbia retained a larger percentage of the age cohort (a group of students who entered grade 1 at the same time) of students involved in the study of pre-university mathematics than any other country which participated in the study. On the surface, B.C. performance relative to other countries appears poor although performance of Algebra 12 students in B.C. compares favourably with that of

students in Ontario and the U.S.; on the other hand, comparisons with other countries are difficult to make given the enormous differences in the retention of students in pre-university mathematics programs.

For example, since there is, for all practical purposes, only one mathematics course for B.C. grade 12 students (Algebra 12) and since that course includes almost 40% of grade 12 students, the content must be restricted. It would be inappropriate to teach the same course to 40% of an age group that one might offer to the top 5% or 10%. In other words, there is some question whether or not B.C.'s best students are disadvantaged by not being permitted to specialize in mathematics at the senior secondary level as they can in other jurisdictions.

International comparisions among the top 1% and top 5% of students in each country on content which is appropriate to the B.C. curriculum showed that B.C. Algebra 12 students do as well as those in almost every other country. However, students in those other countries have been exposed to much more content and in much greater depth than have students in British Columbia.

The report to the Ministry on the international assessment notes that problem solving is of particular concern at both grades 8 and 12. The same situation appears to pertain internationally. The curriculum revision committees which are currently at work in British Columbia have already recommended changes in this area.

B.C. students scored reasonably well in most areas of the grade 12 curriculum, but it is the view of the Ministry that a separate mathematics course for students going on to mathemathics or science at the university level would improve the achievement level for those students. Such a course is being developed.

Classroom Achievement Tests

As well as grade 12 examinations and provincial assessments, the Ministry also supplies Classroom Achievement Tests as a service to teachers. During 1984/85, seven additional Classroom Achievement Tests were developed in reading, to be added to the 38 tests previously available. Tests to examine student ability to read and comprehend literature used in the provincial curriculum were produced for each of grades 4 and 7; reading in literature, reading in science, and reading in socjal studies were produced for grade 10. These tests are used only by teachers; the Province does not collect results. About 750,000 of these tests were distributed last year.

Special Education

Introduction

In common with most other jurisdictions in North America, B.C. provides funding targeted at specific students who have special needs, such as children with physical and mental handicaps, children with learning disabilities, and children who for reasons of language or culture have difficulties with instruction in regular classrooms.

At one time, these children were placed either in regular classes, where they succeeded primarily on their own or dropped out, or in institutions, where they were cared for but typically were not educated.

During the 1960's it was decided that special needs students would be better off in regular schools and, if appropriate, in regular classrooms with special assistance for the teacher. Various funding mechanisms were attempted, including a set percentage of regular funding, on the assumption that the incidence of special needs students remains constant throughout the population. The only funding system that does not present insurmountable problems, however, is funding for actual programs in place in districts.

This latter system is now in place in British Columbia. School districts report the number of special needs students they have in each category, and the Ministry provides funding. The district must then offer a program designed to meet the needs of those students. Such a program should be in the "least restrictive environment" consistent with the needs of the child and with the district resources. The program often includes placement in regular classes or schools (with special assistance). Districts operating such programs commonly use part of the special education funding for regular programs.

Moreover, in order to simplify the funding calculations, most special education programs are treated as though the costs are total rather than incremental; that is, all the funding for the students being served is included in the program, not just the extra costs. English as a Second Language students, for example, were funded at an average rate of $2,490 across the Province, as compared to about $2,100 for a regular student (instructional costs only, not including district office costs, transportation, etc.). The added cost, therefore, was about $390 per student.

Figure 2.20 shows special education programs in the British Columbia Fiscal Framework, and funded enrolment from 1982 to 1985, on a program basis. It is important to note that districts may provide special services to pupils not funded by the Ministry, using funding from other sources.

Figure 2.20 Special Education Enrolments Recognized by the Ministry for Funding by Program

	PROGRAM	1982/83	1983/84	1984/85
1.04	Elementary Learning Assistance	*	*	*
2.04	Secondary Learning Assistance	*	*	*
3.08	Identification, Assessment, Planning	*	*	*
3.09	Implementation/In-Service	*	*	*
3.10	Locally Developed Programs	*	*	*
3.11	School Based Administration	*	*	*
3.13	Special Health Services	*	*	*
3.20	Trainable Mentally Handicapped	1,280	1,467	1,334
3.21	Severely and Profoundly Mentally Handicapped	325	270	298
3.22	Physically Handicapped	443	417	381
3.23	Visual Impairment	495	453	424
3.24	Hearing Impairment	1,123	765	689
3.25	Autistic	167	173	157
3.26	Severe Learning Disabilities	4,076	3,663	3,900
3.27	Educable Mentally Handicapped	3,884	4,293	4,049
3.28	Severe Behaviour Problems	2,848	1,984	1,940
3.29	Rehabilitation	3,467	2,860	2,745
3.30	English as a Second Language	12,966	13,399	15,304
3.31	Indian Education	14,969	12,863	14,938
3.32	Gifted Education	N/A	9,574	9,443
3.35	Provincial Resource Programs	327	732	997
	TOTAL	46,370	52,913	56,599
	PER CENT OF TOTAL F.T.E.	9.61%	11.06%	11.98%

*Note: Enrolments for programs 1.04 to 3.13 are not shown here as enrolments in those programs change during the year. It should be further noted that Learning Assistance services are available to all students.

Figure 2.21 shows the total funding for special education for 1984 and the per-pupil funding where possible, that is, where enrolments are sufficiently constant throughout the year to make such a calculation meaningful.

For purposes of comparison, the funding for a regular elementary student in 1984 (classroom instruction only) was $1,920, and the cost of a regular secondary student (classroom instruction only) was $2,239. None of these costs includes district administration, upkeep and maintenance, debt servicing or transportation.

Figure 2.21 Total and Per-pupil Special Education Funding—1984 Budget Year

	PROGRAM	1984 ENROLMENT	1984 FUNDED AMOUNT ($)	1984 PER-PUPIL FUNDED AMOUNT ($)
1.04	Elementary Learning Assistance	N/A	28,161,754	N/A
2.04	Secondary Learning Assistance	N/A	20,724,317	N/A
3.08	Identification, Assessment, Planning	N/A	4,948,495	N/A
3.09	Implementation/In-Service	No specific service level		
3.10	Locally Developed Programs	No specific service level		
3.11	School Based Administration	N/A	12,803,515	N/A
3.13	Special Health Services	N/A	9,662,451	N/A
3.20	Trainable Mentally Handicapped	1,334	11,431,035	8,569
3.21	Severely and Profoundly Mentally Handicapped	298	2,752,171	9,235
3.22	Physically Handicapped	381	3,925,091	10,302
3.23	Visual Impairment	424	4,070,591	9,600
3.24	Hearing Impairment	689	5,950,265	8,636
3.25	Autistic	157	2,001,433	12,748
3.26	Severe Learning Disabilities	3,900	15,222,301	3,903
3.27	Educable Mentally Handicapped	4,049	17,674,007	4,365
3.28	Severe Behaviour Problems	1,940	8,579,655	4,423
3.29	Rehabilitation	2,745	11,991,649	4,369
3.30	English as a Second Language	15,304	28,165,492	1,840
3.31	Indian Education	14,938	29,938,971	2,004
3.32	Gifted Education	9,443	20,841,360	2,207
3.33	Hospital Programs	N/A	1,297,529	N/A
3.34	Homebound Programs	N/A	3,073,366	N/A
3.35	Provincial Resource Programs	997	9,220,822	9,249
	TOTAL	56,599	252,440,000	N/A

Provincial-Regional Resource Programs

The intent of the provincial-regional resource programs is to provide for severely handicapped children whose home district is unable to deliver an appropriate educational program. Resource programs provide for a variety of needs, including learning disabled, mentally handicapped, autistic, hearing impaired, hospital and containment.

Children are placed in other districts where they are enrolled in a district special education program or a provincial resource centre. Resource centres are operated by a local district, but are considered Province-wide facilities and fully funded by the Province. A similar funding arrangement exists for school programs operated within youth containment centres by local school districts. The Province operates its own residential program for the hearing impaired at Jericho Hill School.

Approved programs, placements and operating costs are reviewed by the Division of Special Education of the Ministry for program suitability and available financial resources.

General Comments

As the introduction to this section pointed out, the field of special education has undergone considerable changes in the past few years in B.C., as elsewhere, and the school system has had to make numerous adjustments to cope with those changes. Now that the funding system is functioning in a manner that is seen as equitable by most people concerned with special needs students, the Ministry intends to turn its attention to other aspects of special programs, such as retention rates, student success in different types of programs, and cost effectiveness. These aspects of special education will be commented on in future annual reports.

French Programs

In 1984/85, French programs in British Columbia schools included four major areas. Figure 2.22 details enrolment in these areas since 1983/84.

Figure 2.22 Enrolments in French Programs—1983/84–1984/85

	PROGRAMME CADRE	FRENCH IMMERSION	FRENCH AS A SECOND LANGUAGE	
			ELEMENTARY	SECONDARY
1983/84	1,078	9,992	84,000	95,000
1984/85	1,352	12,552	75,000	95,000

Programme Cadre de Francais provides instruction in French for children of Francophone parents. All subject areas (mathematics, social studies, science, etc.) are taught in French, except English language arts from grade 3 onwards. In 1984/85, Programme Cadre was offered in 22 school districts.

Similarly, the *Immersion* program offers an alternative for non-Francophone pupils to be taught their academic subjects in French and to become fluent in French in the process. In 1984/85, French Immersion was offered in 28 school districts.

French as a Second Language programs offer instruction in French for 1-4 hours per week. For the 1984/85 school year, all districts offered French as a Second Language programs.

While French programs are funded by the provincial government on the same basis as are regular programs, the federal government also provides financial support for additional costs and startup for Immersion and Cadre. Figure 2.23 shows federal French grants since 1980/81.

Figure 2.23 Federal French Grants to British Columbia School Districts—1980/81–1984/85

1980/81	$3,400,000
1981/82	4,877,228
1982/83	5,172,464
1983/84	5,820,000
1984/85	6,061,000

Career Preparation

Career preparation programs are designed for students who intend to enter the labour market in a specific trade or vocation, or who want further training in a specific trade or vocation. The programs consist of the equivalent of three courses in grade 11 and three courses in grade 12. They are designed to provide students with the opportunity to combine career studies, including work experience, with regular secondary school experiences. Starting in 1978/79 with 25 pilot programs enrolling 200 students, career preparation has expanded annually.

In 1984/85, 93 schools in 42 districts participated in the program. Overall, 258 programs involving 6,181 students were offered in 1984/85. Thirty-two of the programs were new in 1984/85. The course areas of the new programs included:

- business education
- general mechanics
- carpentry/joining
- hospitality/foods
- graphics
- hairdressing
- metal fabrication/machinist
- metal fabrication/welding
- forestry

Figure 2.24 shows Career Preparation enrolment and incidence since 1980/81.

Figure 2.24 Career Preparation Enrolment and Incidence—1980/81–1984/85

	CAREER PREP. ENROLMENT	ASSOCIATED NUMBER OF: SCHOOLS	DISTRICTS
1980/81	2,746	59	35
1981/82	4,402	78	40
1982/83	5,398	88	41
1983/84	6,117	93	42
1984/85	6,181	93	42

Correspondence

The Ministry operates a Correspondence Program to meet the educational needs of B. C. students who:

- — are geographically isolated;
- — have prolonged illnesses;
- — are living temporarily outside the province;
- — are in special circumstances and have the approval of the local Superintendent;
- — are attending school but require additional courses or courses not offered by the school;
- — have left school.

The Ministry also provides course papers to teachers for reference and to small rural schools under the Small Schools Project. This project involves the administration and marking of correspondence materials by a teacher in a school. In the 1984/85 school year, a regional office was established in Fort St. John to meet the needs of the four northern school districts (Peace River South, Peace River North, Fort Nelson, and Stikine).

In the 1984/85 school year, the Correspondence Program offered 36 elementary courses, from kindergarten to grade 7, and 100 secondary courses from grades 8 to 12.

During the 1984/85 school year, average elementary correspondence enrolment was 1,040. On average, 735 of these pupils were active at any given time. Average secondary course enrolment during the same period was 17,419.

Figure 2.25 shows the enrolment status of a sample elementary correspondence population. Figure 2.26 shows the equivalent for a sample secondary population.

Figure 2.25 Elementary Correspondence Student Enrolment Status (Using August, 1985 Status of Students Who Enrolled During September 1984 as an Example)

	NUMBER	% OF ENROLMENT
Completed	62	40.3
In Progress	52	33.8
Withdrew to:		
— return to school	25	16.2
— move	2	1.3
— other (unknown)	13	8.4
TOTAL SAMPLE	154	100.0

Figure 2.26 Secondary Correspondence Student Enrolment Status (Using 1985 Status of Students Who Enrolled During September 1984 as an Example)

	NUMBER	% OF ENROLMENT
Total Course Enrolment	2,521	100.0
Number actually starting	1,781	70.6
Of those starting	1,781	100.0
Number Completed	356	20.0
Number in Progress	503	28.2
Number Withdrew	922	51.8

During the 1984/85 school year, the Ministry was involved in the development of 14 new courses.

The success rate for correspondence courses is a source of some concern, although the Ministry recognizes the difficulties faced by students working on their own. The Ministry is attempting to improve the success rate by encouraging increased counselling and through more regular reporting of pupil status to parents and school principals.

Provincial Educational Media Centre

The Provincial Educational Media Centre (PEMC) provides non-print learning resources to all schools and post-secondary institutions in the Province. In 1984/85, the Centre concentrated on acquiring, producing, evaluating and distributing films, videotapes, audiotapes and micro-computer programs in support of the following curriculum areas:

- — Consumer Education 12
- — Social Studies 1-11
- — Science 9
- — Computer Science
- — TRAC (Post-Secondary Vocational Training)
- — Teacher Orientation

Approximately 400 new titles in these curriculum areas were added to PEMC's collection in 1984/85. Listings were sent to all schools and colleges.

The Media Centre works with other branches in the Ministry in selecting appropriate curriculum learning resources. In 1984/85, initiatives were taken to ensure that acquisitions were more supportive of Ministry objectives.

PEMC also provides a service to schools and colleges by making media resources available to teachers by duplicating audio and video tapes and computer disks. Districts pay only for the cost of the tapes or disks. Figure 2.27 shows PEMC's activities since 1982/83.

Figure 2.27 PEMC Activities—1982/83–1984/85

	Films Loaned	Number of Sales of:			Television Broadcasts	
		Video Tapes	Audio Tapes	Micro-Computer Software	Knowledge Network (KNOW)*	CBC
1982/83	40,773	23,778	10,818	1,209	320	180
1983/84	38,749	25,287	6,166	2,664	190	150
1984/85	34,854	25,352	9,410	2,315	190	0

* Starting in 1983/84, only PEMC shows aired in PEMC times were counted. Before that, all showings were counted as KNOW programs.

In 1984/85, PEMC was active in:

1. working with the Correspondence Branch to provide media resources to correspondence students. This included broadcasting programs for correspondence students on the Knowledge Network, loaning video cassettes to students, and developing media-based courses. The success of these projects will be measured in 1985/86;
2. providing teachers with information on available microcomputer programs (software) and trying to make PEMC's software more accessible to teachers;
3. simplifying the distribution of programmed video tapes to make them more available to teachers.

Publications and Textbooks

Publication Services purchases and delivers all the textbooks for public and independent school, correspondence and adult education students in B.C. This involves about 540,000 students.

The inventory of titles includes 1,600 prescribed and authorized English, 350 French, and 150 post-secondary and vocational, plus 140 correspondence course papers. The Ministry is the third largest purchaser of books in Canada. (However, British Columbia is the largest producer of custom-made textbooks to match provincial curriculum requirements in Canada.)

Textbooks are purchased in the most economical quantities based on a review of price, specifications and supply. Where possible, efforts are made to utilize B.C. purchasing companies and textbook manufacturers in order to support B.C.'s printing, binding and paper industries.

The value of materials (textbooks, curriculum guides, audio/video tapes, vocational and correspondence) shipped during 1984/85 was about $13 million. Figure 2.28 shows the dollar value of materials distributed since 1980/81.

Figure 2.28 Value of Materials Distributed Annually by Publication Services — 1980/81–1984/85

YEAR	VALUE OF MATERIAL ($ MILLIONS)
1980/81	11.7
1981/82	10.3
1982/83	13.2
1983/84	11.3
1984/85	13.1

The Branch works closely with the Curriculum Development Branch and this year introduced several revised programs.

This year, textbook rebinding was expanded. School districts were asked to spend a minimum 5% of the value of their orders on repairing existing textbooks, rather than buying replacements. A rebound textbook performs like a new one at one-quarter of the cost. Approximately 130,000 textbooks were repaired at a saving of over $1.7 million. The previous year's rebinding objective was 4%. Prior to that, districts could set their own rebinding levels.

Publication Services manages the Credit Allocation Plan. This is an arrangement where districts are provided annually with textbook credits. These credits are exchanged for textbooks. The total allocation has been claimed each year since the inception of the Plan.

The School Library Book Purchase Plan provides district libraries with a selection of the best B.C. published trade books. In 1984/85, 50 titles were offered to school libraries at a total cost of about $120,000.

Teaching/Instructional Performance

Mandate

The Ministry has a mandate in the area of teacher effectiveness, including certifying teachers, assisting districts to monitor teacher performance, and assisting with the dissemination of effective instructional strategies. This section of the report details the Ministry's efforts in those areas.

Teacher Training

Figure 2.29 shows the source of training of the teachers employed in the Province in 1984/85.

Figure 2.29 Active Teachers, by Source of Training — 1984/85

SOURCE OF TRAINING	NUMBER	% OF TOTAL
BRITISH COLUMBIA		
University of British Columbia	11,367	40%
University of Victoria	3,885	14%
Simon Fraser University	3,760	13%
Notre Dame University and Unknown	2,117	8%
	21,129	75%
OTHER CANADIAN PROVINCES		
Alberta	1,030	
Saskatchewan	812	
Manitoba	474	
Ontario	1,007	
Quebec	385	
New Brunswick	128	
Nova Scotia	162	
Prince Edward Island	17	
Newfoundland	29	
Other (Unknown origin)	1	
	4,045	14%
OTHER COUNTRIES		
United States of America	1,027	
United Kingdom	1,158	
Other Countries	690	
	2,875	10%
NOT REPORTED	198	1%
TOTAL	28,247	100%

Figure 2.30 shows enrolment in the first year of a teacher education program since 1980/81. Figure 2.31 shows the age distribution of the B.C. teaching force since 1980/81. These tables indicate that the decrease in the teaching force has led to a decline in enrolment in teacher preparation programs, and to an increase in the average age of the teaching force.

Figure 2.30 Number of Faculty of Education Graduates Qualifying for Certification—1980/81–1984/85

	TOTAL	% CHANGE FROM PREVIOUS YEAR
1980/81	1,683	– 1
1981/82	1,498	– 11
1982/83	1,503	– 0
1983/84	1,233	– 18

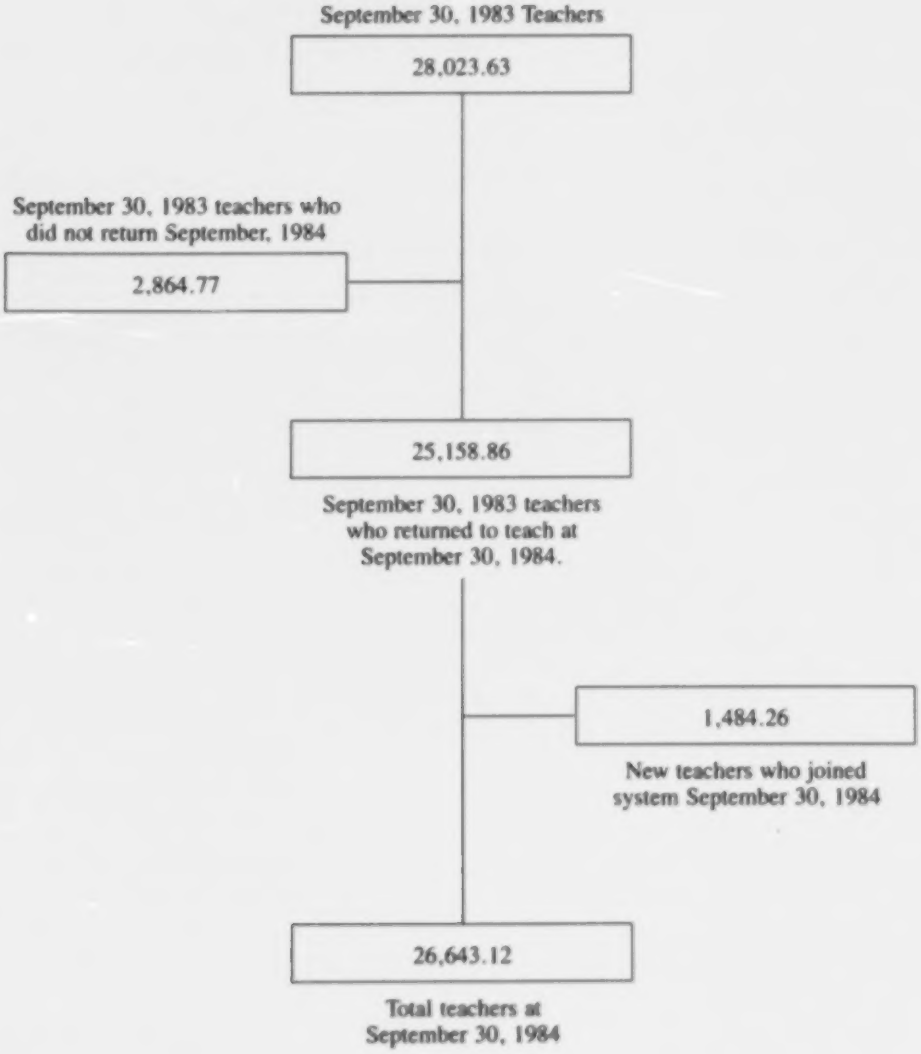
Figure 2.31 Age Distribution of the B.C. Teaching Force—1980/81–1984/85

	LESS THAN 21	21-30	31-40	41-50	51 +	NOT REPORTED	TOTAL*
1980/81	6	7,709	12,045	6,010	3,704	11	29,485
1981/82	8	7,326	12,724	6,402	3,789	0	30,249
1982/83	3	5,983	12,897	6,900	3,927	59	29,769
1983/84	0	4,648	12,806	7,709	4,220	161	29,544
1984/85	0	3,670	12,202	8,243	4,078	54	28,247

* Actual headcount, not full-time equivalents (FTE's).

Figure 2.32 shows the change in the number of teaching positions in British Columbia between 1983 and 1984.

Figure 2.32 Flowchart of All Teachers September, 1983 to September, 1984 (FTE, Not Headcount)


September 30, 1983 Teachers
28,023.63
September 30, 1983 teachers who did not return September, 1984
2,864.77
25,158.86
September 30, 1983 teachers who returned to teach at September 30, 1984.
1,484.26
New teachers who joined system September 30, 1984
26,643.12
Total teachers at September 30, 1984

Teacher Certification

Figure 2.33 provides a summary of the number of teachers in each qualification category and how long they have been teaching. Category 6 represents a post-graduate degree; categories 4 and 5 represent four-year (elementary) and five-year (secondary) degrees; categories 2 and 3 represent two and three years of teacher training; and category 0 represents Letters of Permission, issued when no qualified teacher can be found, and Instructors' Certificates.

The number of Letters of Permission issued has gradually declined from 632 during the 1974/75 school year to 70 during the 1984/85 school year. This decline represents a much better supply of fully qualified teachers within the Province. The majority of the temporary permits to teach were issued to those completing an internship as part of the Accelerated Program in Industrial Education, untrained teachers offering instruction in Native Indian Languages and Art, and to those teaching a diverse range of subject areas and grade levels on a full- or part-time basis in remote school districts. The Letters of Permission statistics also reflect a slight under supply of qualified teachers in the areas of French Immersion and Programme Cadre.

Figure 2.34 also shows that teachers in B.C. have been receiving more training in recent years, and that the teaching force as a whole has a great deal of formal training.

Figure 2.33 Teacher Qualification by Experience*—1984/85

CATE-GORY	QUALIFICATION	EXPERIENCE 0-5 YRS	6-10 YRS	11-20 YRS	21-30 YRS	31+ YRS	TOTAL
0	letters or certificates	8	15	41	45	15	124
2	2 years teacher training	32	36	109	120	29	326
3	3 years teacher training	397	557	1,103	488	109	2,654
4	4-year degree	1,379	1,474	2,033	668	134	5,688
5	5-year degree	2,464	3,595	4,748	1,585	306	12,698
6	post-graduate	176	779	2,517	1,304	345	5,121
	TOTAL	4,456	6,456	10,551	4,210	938	26,611

* Note: (Reporting teachers only).

Duties of Teachers

Figure 2.34 shows how teacher time was distributed by type of activity:

Figure 2.34 % Distribution of Teacher Time by Task—September 30, 1984

	CLASS-ROOM TEACH-ING	CLASS PREP. TIME	SCHOOL BASED ADMIN.	LIB-RARY	LEARN ASST.	COUNSEL	OTHER	TOTAL
Elementary								
% of Total	74.4	8.3	5.9	4.6	5.8	0.4	0.6	100%
Secondary								
% of Total	74.1	8.2	5.0	2.5	3.7	5.3	1.2	100%
TOTAL % OF TOTAL	74.4	8.4	5.5	3.8	4.6	2.5	0.9	100%

NOTE: 1. Includes K-7 and 8-12 teachers only. Excludes special programs, district administration and auxiliary service teachers.

2. These figures do not represent the percentage of time assigned to specific activities but rather the number of full-time equivalent (FTE) teachers assigned to particular programs of the budget structure.

Professional Performance of Teachers

Figure 2.35 provides a summary of teacher evaluations written during the period 1980/81 to 1984/85, by ratings.

Figure 2.35 Teacher Evaluations Received by the Ministry by Rating 1980/81–1984/85

YEAR	NUMBER OF EVALUATIONS	PERCENTAGE EVALUATED AS: GOOD TO EXCELLENT	SATISFACTORY TO GOOD	POOR TO SATISFACTORY
1980/81	764	186	543	35
1981/82	865	267	567	31
1982/83	661	189	441	31
1983/84	738	337	358	43
1984/85	565	241	295	29

Teacher Appeals

The *School Act* provides teachers with legal or appropriate avenues of appeal of their dismissal, suspension exceeding 10 days, termination for incompetence, and transfer. Figures 2.36, 2.37 and 2.38 show results of these appeals since 1980.

Figure 2.36 Boards of Reference

YEAR	APPEALS OF SUSPENSION	APPEALS OF DISMISSAL	APPEALS UPHELD	APPEALS UNSUCCESSFUL	APPEALS WITHDRAWN
1980	—	1	—	1	1
1981	2	2	1	2*	1
1982	1	3	—	2	2
1983	4	3	—	5**	2
1984	—	—	—	—	—
1985	4	5	2	4***	—
TOTALS	11	14	3	14	5

* 1 decision of the Board varied.
** 4 suspensions were upheld but length was reduced.
*** 3 hearings not yet completed.

Figure 2.37 Review Commissions

YEAR	NUMBER OF APPEALS OF TERMINATION	APPEAL UPHELD	SCHOOL BOARD UPHELD	APPEALS WITHDRAWN
1980	2	—	—	2
1981	1	—	—	1
1982	0	—	—	—
1983	1	—	—	1
1984	0	—	—	—
1984	3	1	1	1
TOTALS	7	1	1	5

Figure 2.38 Transfer Reviews

YEAR	REVIEWS REQUESTED	COMMITTEES ESTABLISHED	TRANSFER UPHELD	APPEAL SUCCESSFUL	APPEAL WITHDRAWN
1980	9	3	8	0	1
1981	7	5	3	3	1
1982	1	1	0	1	0
1983	12	3	10	1	1
1984	7	1	6	1	0
1985	4	1	3	1	0
TOTALS	40	14	30	7	3

Cancellation of Certification

The Lieutenant Governor in Council may suspend or cancel a teaching certificate for cause, under the authority of Section 15 (g) of the *School Act*. Gross misconduct or convictions for certain types of criminal offences normally constitute cause for the purposes of administration.

Figure 2.39 Teaching Certificates Cancelled

YEAR	NUMBER CANCELLED
1980	0
1981	0
1982	0
1983	3
1984	7
1985 (January 1–June 30)	6

Teacher Exchange

International and interprovincial teacher exchange programs, for which the Ministry provides administrative support, continued to provide excellent professional development opportunities for provincial teachers. During the 1984/85 school year, 578 teachers applied to participate in exchange programs. Of this total, 25 were placed in the United Kingdom, 43 in Australia, six in the United States, one in Sweden, one in West Germany, and 14 in other Canadian provinces.

Student Exchange Programs

The Ministry is directly involved in the coordination of a number of exchange programs. The two major programs are the Interchange on Canadian Studies and the German Exchange Program. The Interchange permits 10 to 20 students each year to travel to a location in Canada where they meet with approximately 400 senior secondary students from across Canada for a week long conference. In 1984 the Interchange was held in Edmonton, Alberta and in 1985 the location was Halifax, Nova Scotia.

The German Exchange Program lasts for a six month period during which each of the partnered students visits the other country to attend school. In 1984/85, a total of 35 B.C. students participated in the exchange and in 1985/86, 43 students were included. This group came from 14 public schools and two private schools representing nine school districts. Students are selected for the program on the basis of their fluency in German, which varies considerably from student to student, but in all cases their proficiency in the language increases immeasurably during their stay in Germany.

Program Effectiveness

The Ministry collaborates with schools and school districts to improve student achievement through staff development at the school level. Assistance is provided in four areas:

In-Service seminars are offered for teaching staff and administrators. These sessions utilize the literature on effective schools to develop school improvement plans at the local level. In 1984/85, 39 workshops for approximately 3,000 educators were conducted throughout B.C.

A *Network Registry* is produced, consisting of a list of people who are knowledgeable in the area of implementing school improvement projects. People with common projects share information through the network. A regular newsletter informs members of current initiatives throughout the Province. The registry exceeded 500 members in 1984/85.

Local Initiative Funding is provided for school projects selected on the basis of design, school size, and geographic location. Grants range from $500 for school projects to $5,000 for a district-wide plan. In 1984/85, $50,000 was distributed to 24 districts, for projects such as the Queen Charlotte Islands Reading Series, the Pineridge Home Reading Program, and Writing to Learn.

The *Improvement Clearinghouse* receives descriptions of major projects aimed at improving schools, organized by schools or districts from around the Province, and makes them available to other schools or districts upon request. A set of details of all 48 projects was distributed to each of the 75 districts in 1984/85.

Secondary School Accreditation

Each British Columbia secondary school enrolling grade 12 pupils is periodically required to complete the Provincial Accreditation process. The central purpose of the Accreditation process is to provide for a systematic evaluation and, through it, the improvement of school programs, services, and operations.

Accreditation is a process with three distinct phases. It begins with the school staff and administration systematically completing a written internal review of each educational program, service, and operation of the school. Following this an external evaluation team of educators from the Ministry of Education, school districts, and other schools visits the school to be accredited and expands on the internal assessment. The External Evaluation Team conducts a comprehensive evaluation, and provides in an external evaluation report helpful suggestions and recommendations for the improvement of the school. The third phase of the Accreditation process is the follow-up work which is undertaken in the school to implement recommendations made in the internal and external reports.

Nineteen secondary schools in 15 school districts completed the internal assessment and external evaluation requirements of the Provincial Secondary School Accreditation Program during the 1984/1985 school year. These schools were awarded accreditation for periods of two to six years.

INDEPENDENT SCHOOLS

Independent Schools

Independent Schools

In 1977, the British Columbia Government gave formal recognition to the importance of private schools in providing an alternative form of education. The result was the passage, in that year, of the *Independent Schools Support Act*, which authorized the Government to make grants to those independent schools which chose to apply and to meet the Act's requirements.

Today, that Act remains largely unchanged, although it is now entitled the *School Support (Independent) Act*.

In order to qualify for Government grants, a school authority must incorporate as a non-profit society under the *Society Act* and, following incorporation, operate the school successfully for at least three consecutive years.

The Act provides for two levels of classification: Group 1 and Group2. To qualify for a grant, Group 1 schools must satisfy the Inspector of Independent Schools that the teaching facility is adequate, and that no program is in existence or proposed that would promote or foster doctrines of racial or ethnic superiority, religious intolerance or persecution, or social change through violent action.

For Group 2 classification, the Inspector must be satisfied that, in addition to meeting the listed criteria for Group 1 schools, a school is providing curriculum offerings that meet instructional time requirements in course subjects, as determined by the Minister of Education. Group 2 schools also must participate in provincial assessment and examination programs, provide satisfactory pupil testing, ensure that teachers become certified, and agree to participate in an external evaluation process.

To qualify for Government grants, classified schools must file audited reports verifying the number of qualifying students in attendance. Grant amounts are determined each year by the provincial Cabinet. In 1984/85 Group 1 schools received a per pupil grant of 9% of the per pupil operating cost of the public school district in which the independent schools were located, and Group 2 schools received 30%. The total grants approved, payable for the 1984/85 school year, amounted to $24,756,055. This represented an increase of $1,699,630 over the previous year's total grant figure. Most of this increase was a result of an increase in student enrolment. A smaller portion was due to a modest increase in public school per-pupil operating costs in districts where the independent schools were located.

Figure 3.1 Independent School Grants

	GROUP 1 $	GROUP 2 $	TOTAL $
1977/78	N/A	N/A	8,402,275
1978/79	57,954	9,417,741	9,475,695
1979/80	130,503	10,532,897	10,663,400
1980/81	93,806	12,928,500	13,022,306
1981/82	146,435	16,785,807	16,932,242
1982/83	204,281	20,751,666	20,955,947
1983/84	260,223	22,796,202	23,056,425
1984/85	322,679	24,433,376	24,756,055

During the 1984/85 school year, 14 Group 1 and 151 Group 2 schools with a total of 25,833 students (approximately 5.5% of the Province's total public school enrolment) qualified for support under the *School Support (Independent) Act*. This represented an increase of 15 schools and 1,553 qualifying students over the previous year's figures.

Figure 3.2 Qualifying Pupils — Group 1 and Group 2 Independent Schools

YEAR	GROUP 1	FTE Q.P.*	GROUP 2	FTE Q.P.*	TOTAL	FTE TOTAL Q.P.*
1977/78	2	N/A	99	N/A	101	16,817
1978/79	2	454	105	17,367	107	17,821
1979/80	3	727	107	17,524	110	18,251
1980/81	3	479	112	19,176	115	19,646
1981/82	6	617	118	21,241	124	21,858
1982/83	9	705	121	21,771	130	22,476
1983/84	11	864	139	23,416	150	24,281
1984/85	14	1,073	151	24,760	165	25,833

* Q.P. = qualifying pupil expressed in full-time equivalents.

The enrolment of qualifying pupils is projected to increase by 7% per year for each of the next four years.

Group 2 schools employed 1,033 elementary and 749 secondary full-time equivalent teachers during the 1984/85 school year. Some 66% of those teachers hold B.C. teaching qualifications which allow them to be certified under the *School Act*, 28% hold independent school teaching certificates while the remaining 6% have either been issued permits to teach or are serving as volunteers.

The Inspector of Independent Schools appoints external evaluation committees comprised of former school superintendents and current independent school teachers and administrators to prepare formal evaluations of Group 2 schools when they first apply for funding and every 4-6 years thereafter. Schools are also visited, or "monitored", on a biennial basis by the Inspector, or a delegate, to review developments since the last formal evaluation took place.

Results from the 1984/85 grade 12 provincial examinations and the grades 4, 7 and 10 provincial mathematics assessment tests indicate that Group 2 independent school student achievement compares favourably with provincial averages. Five Group 2 independent school students were among the top 20 provincial scholarship winners.

POST-SECONDARY EDUCATION

Post-Secondary Education

Mission, Goals and Objectives

The provincial college and institute system is now composed of 15 comprehensive community colleges and four provincial institutes. In addition, the Ministry provides an operating grant to the Knowledge Network (an educational television channel) in recognition of its services to college and institute students around the Province. The *College and Institute Act* provides the legislative authority for all the institutions except the B.C. Institute of Technology, which operates under the *Institute of Technology Act*.

A statement of mission, goals and objectives for the period 1982-87 was issued by the Minister of Education in the spring of 1983. The mission statement reads as follows:

> "The mission of the college and institute system of British Columbia is to provide educational opportunities to assist adults to meet continuing and changing individual, economic and societal needs. These opportunities will be provided recognizing the aspirations of individuals, the present and future requirements of provincial and Canadian society for economic development, the priorities of government, and the structure of the educational system of the Province as defined through legislation."

Somewhat more detailed goals and objectives were defined within the major topic areas of:

- accessibility;
- accountability;
- comprehensiveness;
- quality and relevance;
- occupational and manpower development;
- lifelong educational opportunities;
- social development;
- governance.

These goals were developed to provide a long-term direction for the college and institute system.

Special goals for the period of this report (July, 1984 to June, 1985) were developed and are shown below. The degree of success in achieving these objectives constitutes the post-secondary report.

During this period, the post-secondary system continued to strive to attain the overall goal of an expansion of training and educational opportunity without a corresponding increase in expenditure of provincial revenue. Despite the difficult period of declining provincial revenues and hence the resulting decline in provincial operating support, the colleges and institutes were able to maintain enrolment levels.

For the fiscal year 1984/85, the provincial operating grants for colleges and institutes (including apprenticeship) totalled $267,550,000, a reduction of 3.5% compared to the prior year. Actual enrolment measured in full-time equivalents (FTE's) was 49,338 for 1984/85 (including apprenticeship), a decline of 1.2% compared to the prior year. Excluding apprenticeship enrolment, the actual FTE rose 0.5% in 1984/85 compared to 1983/84.

Program and FTE Definitions

Vocational — programs that are less than one year in length and provide pre-employment or occupational skills up-grading.

Apprenticeship — a specific type of vocational programming funded by the Ministry of Labour for indentured apprentices.

Adult Basic Education — programs that are designed to provide adults with basic skills such as: basic literacy, school completion, preparation for employment or further training. A major component is English language training for non-English speaking adults.

Career/Technical — two year diploma programs aimed at employment in such varied fields as health care, business administration, computer technology and natural resource management.

University Transfer — transfer courses for students wishing to transfer into a B.C. university at the third year level.

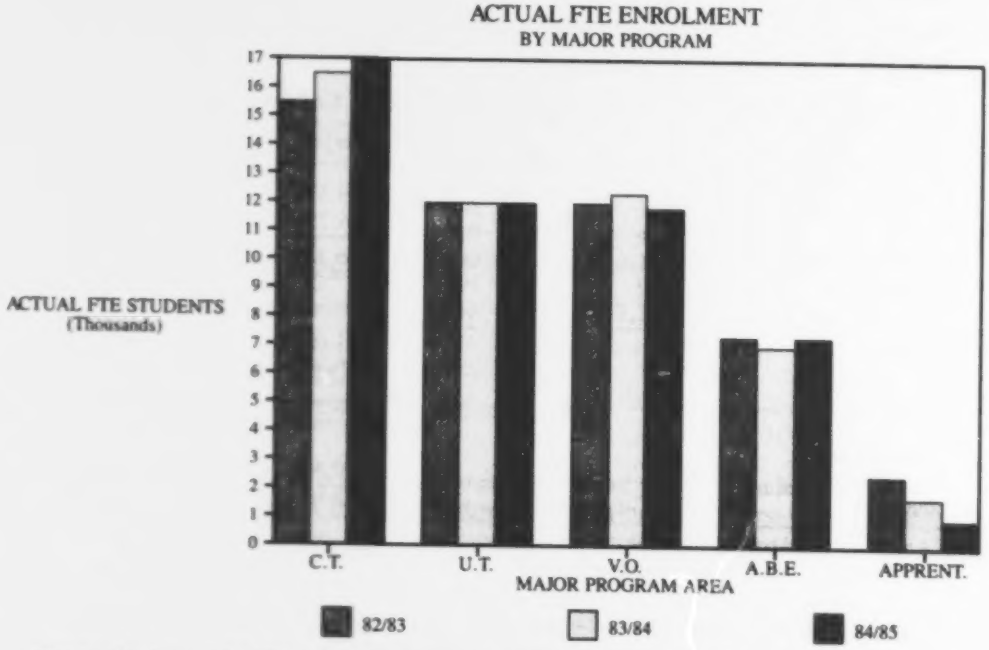
Continuing and Community Education — non-credit courses offered in a wide range of areas from general interest to employment skills upgrading. Costs for these programs are borne largely by course registrants.

FTE or Full-Time Equivalent — a student who is enrolled full-time for an entire academic year. Part-time student registration is converted into a proportion of an FTE.

In the Career/Technical and University Transfer programs, the FTE calculation is based on the number of courses in which a student registers.

In the Vocational, Apprenticeship and Adult Basic Education programs, the calculation is based on the number of days of training provided to the student. One FTE student is defined as one who has received 10 months of full-time training (6 hours a day, 5 days a week). Programs of shorter duration are prorated and converted to FTE's.

Figure 4.1



The trends show a significant increase in career/technical education and a drop in apprenticeship training.

LEGEND

C.T.—Career/Technical U.T.—University Transfer V.O.—Vocational
A.B.E.—Adult Basic Education APPRENT.—Apprenticeship

Accessibility

1982–87 Goal — The system will strive for equity of access to post-secondary educational opportunities for individual British Columbians.

1984/85 Objective — The objective was to ensure reasonable access to adults wishing to take advantage of post-secondary educational opportunities.

Many demographic, physical and financial factors influence the degree of access to college and institute programs. There are two principal mechanisms used by the Province to provide accessibility to educational opportunities: subsidized programs through the college and institute system, and a loan program (in conjunction with the Federal Canada Student Loan Program) for financially needy students.

Enrolment in Programs

Figure 4.2 shows full- and part-time enrolment by major program groups for the last three years.

Figure 4.2 Enrolments and Registrations in B.C. Colleges and Institutes

PROGRAM AREA		1982/83	1983/84	1984/85
University Transfer (including College Preparation)	Full-time	9,574	10,785	10,296
	Part-time	16,756	17,244	17,361
	TOTAL	26,330	28,029	27,657
Career/ Technical	Full-time	11,343	12,213	12,502
	Part-time	16,980	16,465	17,630
	TOTAL	28,323	28,678	30,132
*Vocational and Adult Basic Education	Full-time	50,408	46,996	43,094
	Part-time	75,084	71,961	75,937

* Course registrants, not headcounts.
Source: B.C. Post-Secondary Enrolment Statistics.

Currently, the number of 18- to 24-year-olds, the primary source population for post-secondary colleges and institutes, is declining. However, the participation rate for 18- to 24-year-olds is increasing. As well, the 25-54 age group in the population is increasing in size and more individuals aged 25 and over are enrolling in post-secondary institutions. Figure 4.3 shows University Transfer and Career/Technical enrolments by institution for the last three years.

Figure 4.3 University Transfer and Career/Technical Total Enrolments

INSTITUTIONS	1982/83		1983/84		1984/85	
Institutes						
B.C.I.T.	13,888		13,169		14,000	
Emily Carr College of Art	509		671		651	
Open Learning Institute	3,913		4,051		4,677	
Sub-Total		18,310		17,891		19,328
Colleges						
Camosun	3,074		3,175		3,426	
Capilano	3,495		3,540		3,798	
Cariboo	1,991		2,863		2,746	
David Thompson	436		338		—	
Douglas	2,880		3,660		4,084	
East Kootenay	1,036		999		820	
Fraser Valley	1,601		1,929		2,074	

***Figure 4.3 University Transfer and Career/Technical Total Enrolments*—Continued**

INSTITUTIONS	1982/83		1983/84		1984/85	
Colleges—*Continued*						
Kwantlen	3,045		3,268		3,302	
Malaspina	2,309		2,277		1,947	
New Caledonia	1,922		2,035		1,811	
North Island	2,473		2,253		2,065	
Northern Lights	628		766		913	
Northwest	519		467		398	
Okanagan	2,885		3,112		3,047	
Selkirk	891		907		985	
Vancouver Community College	7,158		7,227		7,045	
Sub-Total		36,343		38,816		38,461
TOTAL		54,653		56,707		57,789

Source: B.C. Post-Secondary Enrolment Statistics.

An important measure of access is the transition rate of grade 12 students to the post-secondary system. This is shown in Figure 4.4 following, where first-time, full-time, first-year enrolments in non-vocational programs are shown as a percentage of the grade 12 graduates, by region.

Figure 4.4 First-Time, Full-Time, First Year Post-Secondary Enrolments in Non-Vocational Programs as a Percentage of Grade 12 Graduates by Region

	1982/83		1983/84		1984/85	
	C & I	UNIV.	C & I	UNIV.	C & I	UNIV.
Metropolitan	29.3	19.5	28.5	21.1	29.9	19.7
Interior	29.0	6.8	35.1	6.8	45.8	7 0
Remote	25.6	10.1	29.2	10.1	29.5	10.4
TOTAL PROVINCE	29.6	14.1	30.6	15.0	31.0	14.4

NOTE: C & I = Colleges and Institutes.
Source: Post-Secondary Department, October Statistical Reports.

The data show that in 1984/85 the college and institute first-time enrolments grew in all regions as a percentage of the grade 12 graduates. The major growth over the three years has been in the Interior and Remote Regions.

Loan Program

The provision of financial assistance in the form of loans to needy students is an important aspect of promoting access to post-secondary education.

Figure 4.5 Numbers of Students and Average Award by Type of Institution Attended

	1982/83		1983/84		1984/85*	
	NUMBER	AVERAGE	NUMBER	AVERAGE	NUMBER	AVERAGE
College & Institute	8,152	$2,504	8,486	$3,102	8,071	$3,220
University	10,708	2,424	10,003	3,321	8,848	3,663
Out of Province & Private	3,173	2,157	2,886	3,226	3,221	3,375
TOTAL	22,033	$2,415	21,375	$3,221	20,140	$3,439

Source: Student Service Branch Statistical Reports.

* In 1984/85, the grant program was discontinued and all awards were made in the form of loans only.

In the spring of 1985, two new student aid programs were announced. The Loan Remission Program provides new graduates with a 25 per cent remission of their B.C. student loan. Students from non-metropolitan centres receive a remission of up to 33 per cent. The B.C. Scholarship Program will reward the top 10 per cent of students annually with a grant worth approximately one-half of their tuition fee. The next 20 per cent of passing students will receive approximately one-quarter of their fees.

Assistance for the Disabled

Special emphasis has been devoted to providing training opportunities for the disabled. The funding of full-time equivalent (FTE) student places in Adult Special Education has expanded from 43 in 1982/83 to 304 in 1984/85.

In 1984/85 the Ministry of Education initiated special grants to college and institutes to provide extra services for handicapped students enrolled in regular classes. A total of $400,000 was expended. This program proved to be very effective and reports from the post-secondary institutions confirmed that several hundred more adults were able to participate in courses. The grant program was continued in 1985/86 with successful projects continued and many new ones initiated. The funding level was maintained at $400,000 and this innovative program has now become an important part of post-secondary services for handicapped adults.

An annual grant of $33,000 was provided to the Western Institute for the Deaf. The grant contributed towards the cost of providing interpreter services to hearing impaired students in the post-secondary system.

Vancouver Community College received a Ministry of Education grant of $70,000 in order to provide a "talking or taped book" service for print impaired students enrolled in college and institute courses. In 1984-85 this program distributed 1,179 taped books.

Accountability

1982-87 Goal — The system will be accountable to the public through College and Institute Boards and the Minister for the provision of education consistent with the mission and goals statement, in an educationally and fiscally responsible manner.

1984-85 Objective — to ensure that funds are equitably distributed, are appropriately accounted for and spent in an effective and efficient manner in keeping with Government and local priorities.

— to continue to strive for an expansion of training and educational opportunity without an equal increase in expenditure of provincial revenue.

During the past two years, the Ministry and the colleges and institutes developed a formula to allocate the provincial operating grant to the institutions. The allocations made in April of 1985 were the second to use the formula. Further refinements and adjustments were initiated during the year to account for variations not earlier foreseen in the adoption of the formula approach to budget allocation. In particular a new multi-campus factor was developed to recognize the higher cost of college centres in smaller communities. This factor will ensure the continued presence of educational opportunities in these smaller communities.

Equity of distribution was also enhanced by the implementation of audited enrolments. The 1984/85 FTE's were the first to be audited by the institutions' external auditors. This will result in greater confidence being placed in the numbers by both institutional and ministry staff.

Measures were adopted to ensure effective and efficient expenditures of provincial funds. A standardized year-end financial report was adopted to complement the individual financial statements. In addition, standard rules on accrual accounting were distributed.

During the difficult period of declining provincial revenues, and the resulting decline in provincial operating support, the colleges and institutes have increased their productivity. This can be seen in Figure 4.6 where operating grants have declined 9.7% and the grant per FTE has declined 8.9%.

Figure 4.6 Provincial Operating Grant per Actual Full-Time Equivalent Student 1982/83, 1983/84 and 1984/85

	1982/83	1983/84	1984/85	1982/83 to 1984/85 Change
Operating Grant	$296,417,400	$277,224,300	$267,550,000	(9.7%)
FTE	49,802	49,965	49,338	(0.9%)
Grant/FTE	$5,952	$5,548	$5,423	(8.9%)

Sources: Provincial budgets, Post-Secondary enrolment reports.

Comprehensiveness

1982-87 Goal — The system will be comprehensive by providing diverse program-oriented learning experiences to meet individual needs for personal development and societal needs for an educated and well-trained population.

1984/85 Objective — To obtain the best program mix to meet economic and social needs and government priorities. Also, technological impacts will be recognized and appropriate adaptations in programs will be made.

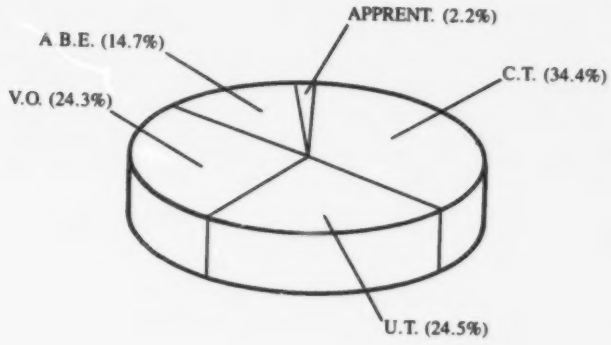
The Ministry, together with the colleges and institutes, has attempted to redirect the programming mix toward those programs where there is an economic demand. The decline in the provincial economy has resulted in reductions in enrolment in certain short-term skill training (Vocational) programs: however, this has been offset by increases in two-year technology, health, and business training (Career/Technical) programs.

Figure 4.7 Actual FTE Enrolment by Major Program as a Percentage of Overall Enrolment for all Programs for the Year

	1982/83		1983/84		1984/85	
Career/Technical	15,628	31.4%	16,661	33.3%	16,962	34.3%
University Transfer	12,015	24.1%	12,043	24.1%	12,073	24.5%
Vocational	12,201	24.5%	12,380	24.8%	11,976	24.3%
Adult Basic Education	.7,261	14.6%	6,970	13.9%	7,254	14.7%
Apprentice	2,697	5.4%	1,912	3.8%	1,073	2.2%
TOTAL	49,802	100.0%	49,966	100.0%	49,338	100.0%

Source: Post-Secondary enrolment reports.

Figure 4.8 1984/85 Actual FTE Enrolment by Major Program



Legend

C.T. — Career/Technical U.T. — University Transfer V.O. — Vocational A.B.E. — Adult Basic Education
APPRENT. — Apprenticeship

Within the Career/Technical major area, specific programs in Electronics and Computer Science were expanded to meet increasing employment opportunities. In 1982/83, the combined funded FTE for these programs was 1,903; in 1983/84, it grew to 2,267 and, in 1984/85, it reached 2,889 — a growth of over 50 per cent in two years. With the assistance of special federal funds, new programs in higher-skill technologies were developed and implemented. The funded FTE enrolment began at 90 in 1983/84 and rose to 730 in 1984/85.

Technological Change

The main role of the college and institute system is to provide a wide range of education and training services which assist the citizens of British Columbia to secure employment, secure better employment, or develop prerequisite skills to allow enrolment in high level training programs. Because of the strong ties to the work world, as the work environment changes so too must the course content and training capacity change to meet the needs and demands of business and industry.

In an effort to better understand the relationships between technological change and the college and institute system, the Ministry formed a *Planning Committee on Technological Impact*. In October, 1984, the Committee produced and distributed a discussion report. The conclusions of the report with respect to technological change are:

1. upgrading training and skill enhancement of those already in the work force will become increasingly important.

2. training capacity should be in general balance with employment opportunities. Not only should this balance affect the creation of new programs or the expansion of existing programs, but it should also require the reduction or elimination of programs when technological change has rendered them an ineffective service to the Province.
3. owing to technological change some programs may no longer be able to provide adequate training and education in a two year period.
4. technological literacy should be a component and goal of all post-secondary programs.
5. specialized, high cost technical programs should be offered at a limited number of locations (perhaps only one), thereby serving as a provincial resource.
6. cyclical renewal of technical training equipment and adequate start-up capital should be considered minimal ongoing costs of technical training.
7. the Ministry of Education and the college and institute system must consider technological change as an ongoing part of providing training.

The impact of technology resulted in two major initiatives:

1. the creation of a number of new technical programs jointly funded during 1983, 1984 and 1985 by the Skills Growth Fund.
2. the planned merger of the British Columbia Institute of Technology and the Pacific Vocational Institute to create an integrated trades/technology institute which will be the technical training focus for British Columbia.

New Programs and Major Expansions

During this reporting period a number of new technical/training programs were developed and implemented. In addition, new program implementation which was begun in the previous annual reporting period (July 1, 1983-June 30, 1984) was completed. Most of the new training programs came about as a result of the Skills Growth Fund which was a joint federal/provincial cost sharing arrangement to add new facilities, equipment, and training capacity to reduce skill shortages in certain occupations of national importance. The following new training programs are listed by institution:

INSTITUTION	PROGRAM TITLE	STUDENT CAPACITY
B.C. Institute of Technology	— Robotics Technology	25
	— Micro Electronics Technology	25
	— Computer Aided Design/Computer Aided Manufacturing	105
Camosun College	— Industrial Design Technology	90
	— Manufacturing Technology	40
	— Biochemical Technology	60
Capilano College	— Scientific Applications of Computers	30
Cariboo College	— Digital Art and Design	24
Kwantlen College	— Industrial Technology	70
	— Civil Engineering Technology	70
	— Computer Technology	70
	— Electrical Technology	70
	— Electronics Technology	70
	— Mechanical Technology	70
	— Process Control	70
College of New Caledonia	— Computer Aided Design and Manufacturing Technology	75
North Island College	— Electronics	24
	— Computer Technology	48
	— Mechanical Trade	24
	— Drafting	30
Pacific Vocational Institute (To be merged with B.C.I.T.)	— Electrical	14
	— Process Instrumentation	13
	— Computer Numeric Control	18
	— Avionics	14
Vancouver Community College	— Computer Technology	42
	— Computer Aided Drafting	50

During the period of this Annual Report the new programs listed on the previous page were in various states of development, initial implementation, or final implementation. By 1985/86 all of these programs will be fully in place with graduates actively seeking employment opportunities in business and industry.

Program Rationalization

One of the ways that the comprehensiveness of the post-secondary system is being addressed is through program rationalization. In order to maintain the largest number of programs possible in the entire Province, within the limitations of funds available, it has been necessary to reallocate a number of programs from one institution to another. The program shifts include:

- *Psychiatric Nursing* from the British Columbia Institute of Technology to Douglas College
- *Welding* from Vancouver Community College to the British Columbia Institute of Technology
- *Machinist* from Vancouver Community College to the British Columbia Institute of Technology
- *Recreation Management* from the British Columbia Institute of Technology to Vancouver Community College
- *Business Office Training* from the British Columbia Institute of Technology to Douglas College and Vancouver Community College
- *Carpentry* from Vancouver Community College to Capilano College (remains under the jurisdiction of Vancouver Community College)
- *Building Services Worker* from the British Columbia Institute of Technology to Vancouver Community College
- *Agriculture Management and Food Production* from the British Columbia Institute of Technology to Fraser Valley College.

Quality and Relevance

1982-87 Goal — Consistent with the diversity of individual, economic and societal needs, the system will enhance the quality of education by developing and improving courses and programs, by improving instructional and support services, by ensuring continued relevance to needs.

1984/85 Objective — To ensure the quality and relevance of post-secondary educational services.

Program Evaluation and Development

While the overall objective was to ensure that high-quality post-secondary programs are available in B.C., special emphasis was given to further develop vocational and technical curricula in program areas needed to keep up-to-date with the changes in workforce performance requirements of graduates. During the year several projects were continued, initiated and/or completed. These projects have benefited the college and institute students by providing provincially developed materials. The Provincial Post-Secondary Resource Centre continued to assist curriculum and instructional development initiatives of the Ministry and the field by supplying information and materials. The Resource Centre now also handles the production of the Ministry's post-secondary curriculum publications.

Training Access (TRAC)

In order to address concerns about access to the trades and apprenticeships, a number of studies were conducted and a revised trades training program was developed for implementation in colleges and institutes throughout the Province. Training Access, or TRAC as the program quickly became known, was introduced in January, 1983. TRAC brought to vocational training in British Columbia a number of concepts that were relatively new to the Province. In particular, TRAC was competency based and a student's progress was not tied to a specific time frame, as was the case in traditional group-paced programming.

This change in program structure provided flexibility important to student needs as rapidly changing employment opportunities and career options occurred. The opportunity to change career goals, once enrolled in a program, has been an important addition in program structure.

While these features were not new to education, they were new to the B.C. vocational system and their adoption required a substantial change in the role of the instructor and in the process of the educational management of trades training. The curriculum guides and support materials prepared for TRAC are a current reflection of the knowledge and skills required for entry to employment in the trades. An ongoing refinement of the provincial training materials has been undertaken in five of the occupational core areas and in five of the specialty areas. These projects provide learning materials for direct use by students in the program. Future changes to curriculum guides and resource material in the modular format can be made with efficiency and cost effectiveness, without major reconstruction of the whole curriculum.

An evaluation of the TRAC program was planned during the spring of 1985. It was decided that this review would proceed in three phases. First, that the basic theoretical concepts underlying the provision of competency-based vocational education would be re-evaluated, and advice from administrators of successful programs in other parts of Canada and the U.S.A. would be sought, as the evaluators attempted to develop an "ideal" model for the TRAC program. The second phase was to find out what opinion a sample of students and their employers have of the TRAC program. Issues needing to be dealt with by both the Province and by each institution would be identified to be addressed in phase III. During May, tenders were called from research firms for phases I and II and work started in June, 1985.

Other Vocational Programs

Student learning materials for use on a provincial basis were also developed for a number of other programs including:

- — horticulture occupational core, nursery and greenhouse worker, and landscape installer training;
- — sprinkler systems training;
- — refrigeration operation training;
- — navigation and ship safety training.

Technical and Health

A number of projects were undertaken to revise and update curriculum in technical and health programs (project status at June 30, 1985 indicated in parenthesis):

- — identification of training needs for activity aides and for rehabilitation technologist/assistants (in progress);
- — identification of training needs for care-givers working with deinstitutionalized clients (in progress);
- — development of a curriculum framework for post basic nursing training (complete);
- — development of a task analysis for training dispensing opticians (complete);
- — curriculum revision of the Dental Mechanics and Dental Technician programs (in progress);
- — development of a student resource book for Long Term Care Aides and Homemaker training (complete);
- — completion of a provincial assessment item test bank for Licensed Practical Nurses (complete);
- — validation of the Long Term Care Aide assessment item test bank (complete);
- — modification of a computer software program so that it could be used to train forest technologists to estimate timber yields (complete);
- — development of distance education materials in conjunction with the Canadian Institute of Travel Consultants to help students throughout the Province prepare for employment in the tourist industry (in progress);
- — preparation of materials for students in Early Childhood Education programs including curriculum guidelines for part-time programs, a program standards manual for training preschool supervisors, and a test item bank and manual for assessing student performance (in progress);
- — completion of a study on the role of college and school board continuing education operations in the provision of entrepreneurial training and a report "Collaboration for Local Economic Development: The Role of Public Educational Institutions" (complete);
- — testing of a computer assisted instructional program with an interactive video component for training electronics students with the subsequent acquisition of the program for use throughout B.C. (complete).

Adult Basic Education (A.B.E.)

Continuing an earlier focus of preparing Adult Basic Education (A.B.E.) instructional resources, several materials were published including:

- — an A.B.E. Employment Preparation Curriculum Guide for programs designed to provide students with job seeking, and job holding skills (in progress);
- — the A.B.E. Native Literacy and Life Skills Curriculum Manual which summarizes available research material on programming for natives, identifies learning objectives and provides advice on program designs and learning materials for literacy and lifeskills programs for native adults in B.C. (complete);
- — a handbook *Working Together* and a series of three television programs: You the Volunteer Tutor, Teaching English as a Second Language, and Teaching Adults to Read and Write were developed to prepare volunteer tutors (complete);
- — development and printing of student learning materials — A.B.E. Mathematics 2 and A.B.E. Communications 3 (complete);
- — initiation of a project to develop student learning materials for A.B.E. science for delivery via distance education. The material will be ready for distribution during 1985/86 (in progress);
- — initiation of an A.B.E. social studies curriculum guide that will be completed in 1985/86 (in progress).

Adult Special Education

- — two discussion papers *Adults with Hearing Impairments: Present and Future Educational Opportunities in B.C.* and *A Design for Learning for Adults with Learning Disabilities* were prepared to help focus attention upon the needs of these adult learners, and identify issues that institutions need to address as they develop their capacity to ensure that those disabled adults whose needs can be met by a public education institution have access to appropriate learning opportunities (complete);
- — a curriculum guide for use with the moderately and severely mentally handicapped student is being developed (in progress);
- — curriculum materials for short vocational courses for mildly handicapped students were developed to prepare them for employment in restaurants as bus people and pot washers; or as gardening assistants (complete).

Institutional Renewal

The Ministry of Education, in its statement of mission, goals and objectives, has set out objectives relating to institutional renewal through improving courses and programs and through improving instructional and support services. The institutions are involved jointly in several initiatives directed towards ongoing renewal and revitalization.

Institutional Evaluation

Colleges and institutes must articulate and make known their individual mission, goals and objectives within the overall system statement. These statements have been submitted to the Ministry in the form of five-year plans which are annually updated by the institutions. The system is also committed to a process of evaluation directly related to the mission, goals and objectives statement. This goal is being met through the institution evaluation process which is conducted as a project of the B.C. Council of College and Institute Principals working in cooperation with, and receiving financial support from, the Ministry of Education. The process includes information gathering and analysis directed towards institutional improvement and renewal. A firm plan for implementing the recommendations produced by the evaluation is an integral part of the process. The jointly operated process includes ongoing Instructional Program, Governance and Support Function Review with a comprehensive institution-wide evaluation process with self-study and external audit conducted on a five year cycle. The institutional evaluation schedule is outlined below.

Institutional Evaluation Schedule

DATE	INSTITUTION
1977	Camosun College
1978	Vancouver Community College
1979	Selkirk College
1980	Douglas College
1980	Capilano College
1980	Fraser Valley College
1981	Malaspina College
1981	Cariboo College
1982	Northern Lights College
1982	Pacific Vocational Institute
1982	Northwest Community College
1982	College of New Caledonia
1982	Open Learning Institute
1983	Okanagan College
1984	Pacific Marine Training Institute
1985	B.C. Institute of Technology
1985	Camosun College
1985	East Kootenay Community College
1986	Cariboo College
1986	Douglas College
1986	Emily Carr College of Art
1986	Vancouver Community College

Institutional Evaluation Schedule—Continued

DATE	INSTITUTION
1987	Capilano College
1987	Fraser Valley College
1987	Kwantlen College
1987	Malaspina College
1987	Selkirk College
1988	College of New Caledonia
1988	Northwest Community College
1988	Northern Lights College
1989	Okanagan College
1989	Open Learning Institute
1989	Pacific Marine Training Institute

Coordination of System-Wide Professional Development

In order for our colleges and institutes to accomplish their educational missions, they must be adaptable to the changing needs and conditions of the communities they serve. The major resource any institution has for adapting to the profound social and technological changes projected for the years ahead is its human resources, the largest group of staff being the faculty. Faculty members are involved in a variety of professional development activities to keep current in their teaching field and also to expand their instructional skills. The Ministry of Education and the Council of College and Institute Principals have recognized the need for professional development on a system-wide basis and have developed a number of program initiatives to assist institutions to provide inservice opportunities for college and institute personnel. The efforts focused on a plan to develop the capacity of each institution to offer generic instructor and management development programs at their own centres. Programs supported by the Ministry of Education provide facilitator training for local personnel to deliver programs for their peers.

The core program developed by the Ministry of Education is an interlocking system of three levels of training that has, as an overall goal, the improvement of instructional skills of both new and experienced instructors. The first level concentrates on the development of the skills of writing objectives, preparing lesson plans, designing testing strategies and conducting instructional sessions. The second level, facilitator skills training, prepares experienced instructors to conduct the Instructional Skills program in their own institution. The third level, Trainer Training, prepares individuals who have led several instructional skills workshops to train other facilitators. Between 1980 and 1984, 260 participants have completed the second level training and 47 of them have gone on to complete the third level. B.C. trainers have been invited to initiate the program in the Yukon, Northwest Territories, Alberta, Saskatchewan and Newfoundland. The program also operates in some B.C. hospitals and is used as inservice training for B.C. government personnel. The facilitators have now conducted the instructional skills workshop program for approximately 2,000 participants.

The Ministry has also been working with the Council of College and Institute Principals in the area of management development. A series of inter-institutional training programs have been offered for managers across the system. In addition, the colleges use the Management Skills for Supervisors Certificate program developed by the Ministry of Education and the Business Council of B.C., (formerly called the Employers' Council) as a core training program for new managers.

Articulation

In college and university circles the word articulation has a particular meaning and refers to periodic meetings of faculty representatives in a particular discipline to deal with matters of program coordination and student transfer.

Articulation in British Columbia is a process which exists to:

(a) aid in the process of achieving inter-institutional transfer credits;
(b) promote course equivalency;
(c) provide a mechanism for exchanging information and enhancing cooperation and coordination among people providing instruction in a given area of studies.

The articulation process embraces universities, colleges/institutes and schools. This year the Ministry of Education reconstituted the Post-Secondary Articulation Coordinating Committee to oversee the articulation process. Representing all colleges and institutes as well as the three universities, the Universities Council, and the Ministry of Universities, Science and Communications, this group advises the Ministry on all matters relating to articulation.

Occupational and Manpower Development

1982–87 Goal — The system will strive, in cooperation with provincial and national agencies, both public and private, to develop the occupational skill potential of individual British Columbians in order to foster economic development and to enable individuals to participate in that development in a satisfying manner.

Economic Impact

At the same time that the impact of technological change was recognized as having a significant and long term impact on training, the economic prospects of the Province dimmed. Training programs which in good economic times boasted 100% of all graduates securing employment were greatly affected by reduced employment opportunities for new graduates. Employment rates of 50-60% of graduates were reported. Furthermore, the quality of jobs available to many graduates shifted from ongoing, salaried positions to short-term, contract-like employment. The most significant impact occurred in those training programs related to the construction and natural resource industries.

Trades and Industrial Training

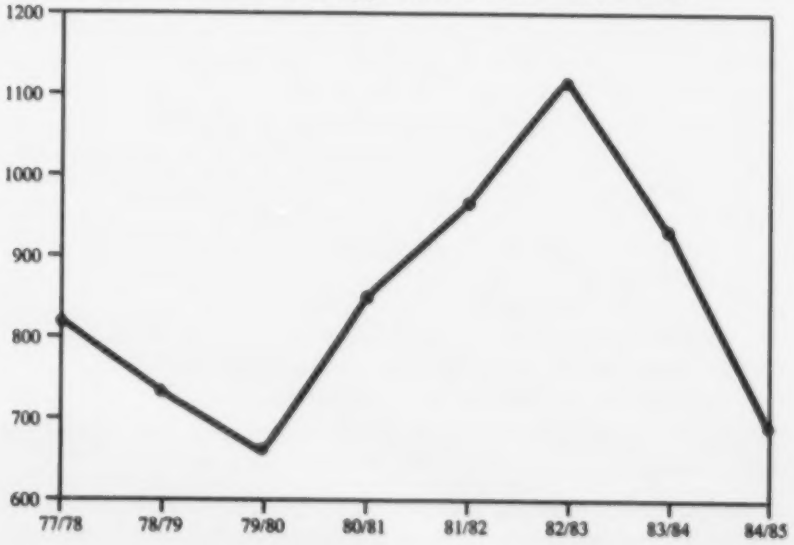
Persons employed in B.C. as apprentices (and there are some 10,000 apprentices in the Province) are normally assigned to school each year for four to eight weeks of training. A significant portion of the vocational training system in the colleges and institutes is dedicated to providing the apprentices of British Columbia with their annual in-school training. In 1984/85, the Ministry allocated $8.14 million to the colleges and institutes for the training of the 8,910 apprentices assigned to training by the Apprenticeship Branch of the Ministry of Labour.

There has been a dramatic decline in the number of apprentices in the Province. The peak in the growth in apprenticeships in B.C. occurred in January, 1982 when a level of 18,900 registered apprentices was reached. Since that time the numbers had fallen to 11,800 by December, 1984.

The decline in apprenticeship employment has had a marked effect on those colleges and institutes that support the apprenticeship training system. In 1984/85, in a system that has a capacity to deliver comfortably some 1,200 full-time apprentice classes a year, only 676 apprentice classes were commenced, a drop from 934 full-time classes in 1983/84 and 1,136 classes in 1982/83.

As the number of apprentices dwindled in 1984/85, it became increasingly difficult to assemble sufficient numbers of apprentices to mount classes in local community colleges in some of the trades. Some programs were closed as a result.

Figure 4.9 Full-time Apprentice Classes—1977–1985



Provincial Industrial Training Consultants

The services of provincial industrial training consultants, housed in the colleges and institutes, were again available to B.C. employers planning to upgrade the skills of their employees under the cost sharing provisions of one of the Federal Government's industrial training programs. Training plans were designed for the training, in industry, of 330 disadvantaged persons having special training needs, 2,500 unemployed persons hired and trained in industry, 590 employment threatened persons, and for the upgrading in industry of some 4,000 employed persons; all under cost sharing contracts with the Canada Employment and Immigration Commission.

Local Economic Renewal and Development Fund

In April, 1985, the Minister of Education announced the creation of the Local Economic Renewal and Development Fund. This Fund of $5.8 million was created to provide grants or seed money to the college and institute system so that specifically identified projects could be initiated which would have a direct and positive impact on economic activity within each college and institute region of the Province.

The creation and intent of the Fund was a clear departure from the college and institute system as it had been known up to that time. Rather than the post-secondary system taking a passive approach to the provincial economy, the Local Economic Renewal and Development Fund called on the system to take an active role, to become more involved with local economic needs and strengths, and to become a catalyst for economic improvement. Project funding was provided based on the quality and intent of project proposals rather than as an allocation distributed equally based on per capita full-time equivalent students. In other words, those institutions with the most foresight and enthusiasm for assuming their role in facilitating economic development in their regions garnered the majority of project funding.

During the initial period of submitting proposals 17 out of 19 post-secondary institutions responded with over 200 separate project proposals. While the proposals covered a wide range of projects, the submissions can be widely grouped into the following general topics:

— Entrepreneurial and Small Business Development
— Technology Transfer
— Computer Assisted Learning
— Flexible Training Services to Industry
— Restructuring Natural Resource Based Industries
— Computer and Electronics Training.

Twenty-six of the projects were approved for implementation at 16 of the institutions with a total amount of $2,238,900 dedicated to this initiative.

In the four months following the reporting term of this Annual Report, additional projects and funding will be approved. Ministry of Education staff will be required to maintain an ongoing liaison with the post-secondary institutions as the projects evolve.

Lifelong Educational Opportunities and Social Development

1982–87 Goal — The system, in cooperation with public and private agencies, will foster a fuller life for British Columbians and greater contributions to society, the economy, and the labour force, by Providing individuals with encouragement and lifelong opportunities to continue their education.

1982–87 Goal — The system, in cooperation with public and private agencies, will enhance the cultural, social and recreational life of the Province, primarily through the provision of educational programs and support services.

Independent Study

Independent study is often mistakenly believed to be synonymous with correspondence courses. However, the term is taking on a broader meaning as other alternatives that make use of modern technology are developed to assist people to study for credit without attending the traditional classroom. Steady growth in independent study opportunities is indicated in British Columbia. The Open Learning Institute, in terms of full-time equivalent students, reports the following participation rates:

1982 — 846
1983 — 792
1984 — 1,063

In addition to the opportunities offered throughout the Province by the Open Learning Institute, most of the other institutions also offer independent study courses for students in their own region.

Telecourse Acquisition

In support of the expansion of independent study opportunities for B.C. students, the Ministry of Education allocated funds for the acquisition and development of a number of programs for broadcast by the Knowledge Network.

These programs include:

TELECOURSE	INSTITUTION	COST
1. Project Universe	North Island College	$ 16,500
2. Introducing Biology	North Island College	20,000
3. Automotive T.Q.	Open Learning Institute	28,210
4. Starting A Business	B.C. Institute of Technology	15,000
5. Flexible Reading	Vancouver Community College	4,500
6. Contemporary Art in Canada	Open Learning Institute and Emily Carr College of Art and Design	30,000
7/8. English Literature (2 courses)	Vancouver Community College	65,000
9. Heavy Duty Mechanics T.Q.	Open Learning Institute	45,500
10. The Write Course — Composition	Vancouver Community College	48,500
11. Physics — The Mechanical Universe	North Island College and Vancouver Community College	31,500
12. Early Childhood Education	North Island College	26,000
13. Electrical T.Q.	Open Learning Institute	30,000
14. Nursing	Open Learning Institute	15,000
		$395,210

Fine Arts Programming

Steady growth has occurred in the period of 1983/84 in the Fine Arts (literature, music, fine arts) programs. Actual FTE's are as follows:

1982/83 — 1,777
1983/84 — 1,956
1984/85 — 2,097

There has been Province-wide cooperation between Emily Carr College of Art and Design and regional community colleges both in general interest programming and in the delivery of the first year Fine Arts foundation program which was initiated in Prince George in September 1983 and in Terrace in September 1984.

Continuing Education Enrolment

During this time period, due to economic restraint, there was a decision made to increase emphasis on career related part-time programs and not to have continuing and community education general interest courses subsidized by government funding.

Figure 4.10 Part-Time Enrolment by Major Program Groups for 1982–1985

PROGRAM AREA	1982/83	1983/84	1984/85
University Transfer (including College Preparation)	16,756	17,244	17,361
Career/Technical	16,980	16,465	17,630
Vocational and Adult Basic Education*	75,084	71,961	75,937
Continuing and Community Education*	144,841	143,409	108,340

* Course registrant, not headcount.

Goverance

1982-87 Goal — The system will operate through an organizational structure that will, through its individual components, develop, coordinate and deliver education to achieve common purposes.

1984/85 Objective — To provide leadership, direction and coordination in management of the system with a view to ensuring effectiveness and efficiency.

The college and institute boards derive their authority from the *College and Institute Act* and the *Institute of Technology Act*. There were 165 citizens throughout the Province who served on these governing boards, and 45 appointments were made by the Minister during the year.

In a move to streamline and rationalize the delivery of technical and vocational education in the Province, the Government amalgamated the boards of BCIT and the Pacific Vocational Institute. A new administrative structure was formed and Mr. Roy Murray appointed as the new president of the unified BCIT. This merger of the two institutions will greatly enhance the development of higher technology training in the Province and assist in the development of new approaches to vocational training.

PROVINCIAL COLLEGES — MAIN CAMPUSES

1. CAMOSUN COLLEGE
   3100 Foul Bay Road
   Victoria, B.C.
   V8P 4X8
   Telephone: 592-1281

2. CAPILANO COLLEGE
   2055 Purcell Way
   North Vancouver, B.C.
   V7J 3H5
   Telephone: 986-1911

3. CARIBOO COLLEGE
   Box 3010
   Kamloops, B.C.
   V2N 5N3
   Telephone: 374-0123

4. COLLEGE OF NEW CALEDONIA
   3330 — 22nd Avenue
   Prince George, B.C.
   V2N 1P8
   Telephone: 562-2131

5. DOUGLAS COLLEGE
   Box 2503
   700 Royal Avenue N.W.
   New Westminster, B.C.
   V3L 5B2
   Telephone: 520-5400

6. EAST KOOTENAY COMMUNITY COLLEGE
   Box 8500
   Cranbrook, B.C.
   V1C 5L7
   Telephone: 489-2751

7. FRASER VALLEY COLLEGE
   45600 Airport Road
   Chilliwack, B.C.
   V2P 6T4
   Telephone: 792-0025

8. KWANTLEN COLLEGE
   P. O. Box 9030
   13479 — 77th Avenue
   Surrey, B.C.
   V3T 5H8
   Telephone: 588-4411

9. MALASPINA COLLEGE
   900 Fifth Street
   Nanaimo, B.C.
   V9R 5S5
   Telephone: 753-3245

10. NORTH ISLAND COLLEGE
    156 Manor Drive
    Comox, B.C.
    V9N 6P7
    Telephone: 339-5551

11. NORTHERN LIGHTS COLLEGE
    11401 Eighth Street
    Dawson Creek, B.C.
    V1G 4G2
    Telephone: 782-5251

12. NORTHWEST COMMUNITY COLLEGE
    5331 McConnell Avenue
    Terrace, B.C.
    V8G 4C2
    Telephone: 635-6511

13. OKANAGAN COLLEGE
    1000 KLO Road
    Kelowna, B.C.
    V1Y 4X8
    Telephone: 762-5445

14. SELKIRK COLLEGE
    Box 1200
    Castlegar, B.C.
    V1N 3J1
    Telephone: 365-7292

15. VANCOUVER COMMUNITY COLLEGE
    1155 East Broadway
    Vancouver, B.C.
    V5T 4N3
    Telephone: 875-6111

PROVINCIAL INSTITUTES

1. B.C. INSTITUTE OF TECHNOLOGY
   3700 Willingdon Avenue
   Burnaby, B.C.
   V5G 3H2
   Telephone: 434-5734

2. EMILY CARR COLLEGE OF ART & DESIGN
   1399 Johnston Street
   Granville Island
   Vancouver, B.C.
   V6H 3R9
   Telephone: 687-2345

3. OPEN LEARNING INSTITUTE
   7671 Alderbridge Way
   Richmond, B.C.
   V6X 1Z9
   Telephone: 270-4131

4. PACIFIC MARINE TRAINING INSTITUTE
   265 West Esplanade
   North Vancouver, B.C.
   V7M 1A5
   Telephone: 985-0622

OTHER EDUCATIONAL INSTITUTIONS

1. KNOWLEDGE NETWORK OF THE WEST (KNOW)
   Box 3200
   Victoria, B.C.
   V8W 3H4
   Telephone: 721-5669

College Regions and School Districts

College and Main Campus:	School Districts included in College Region:
CAMOSUN COLLEGE Victoria	61, 62, 63, 64
CAPILANO COLLEGE North Vancouver	44, 45, 46, 48
CARIBOO COLLEGE Kamloops	24, 26, 27, 29, 30, 31
COLLEGE OF NEW CALEDONIA Prince George	55, 56, 57, 28
DOUGLAS COLLEGE New Westminster	40, 41, 42, 43
EAST KOOTENAY COMMUNITY COLLEGE Cranbrook	1, 2, 3, 4, 18, 1/2 of 86, (South of Sanka Creek)
FRASER VALLEY COLLEGE Chilliwack	32, 33, 34, 75, 76
KWANTLEN COLLEGE Surrey	35, 36, 37, 38
MALASPINA COLLEGE Nanaimo	65, 66, 68, 69, 47
NORTH ISLAND COLLEGE Comox	70, 71, 72, 84, 85, 49
NORTHERN LIGHTS COLLEGE Dawson Creek	59, 81, 87, 60
NORTHWEST COMMUNITY COLLEGE Terrace	50, 52, 54, 80, 88, 92
OKANAGAN COLLEGE Kelowna	14, 15, 16, 19, 21, 17, 22, 23, 77, 89
SELKIRK COLLEGE Castlegar	7, 9, 10, 11, 12, 13, 1/2 of 86 (North of Sanka Creek)
VANCOUVER COMMUNITY COLLEGE Vancouver	39, 38, 41

87
81
82
NORTHERN LIGHTS COLLEGE
88
92
NORTHWEST COMMUNITY COLLEGE
50
52
54
56
59
COLLEGE OF NEW CALEDONIA
55
57
90
29
49
27
CARIBOO COLLEGE
26
NORTH ISLAND COLLEGE
85
72
19
18
29
30
24
OKANAGAN COLLEGE
89
84
47
CAPILANO COLLEGE
4
EAST KOOTENAY COMMUNITY COLLEGE
71
48
31
21
23
22
10
86
46
44
42
76
32
70
68
45
43
FRASER VALLEY COLLEGE
17
77
15
BELKIRK COLLEGE
7
3
2
66
75
34
33
16
14
13
12
9
11
86
1
MALASPINA COLLEGE
65
64
40
41
DOUGLAS COLLEGE
62
63
KWANTLEN COLLEGE
VANCOUVER COMMUNITY COLLEGE
61
CAMOSUN COLLEGE

MANAGEMENT OPERATIONS

Management Operations

Introduction

The Ministry of Education provides management operations support services to the education system, the public and internally within the Ministry. These services — which include legislation, information, data processing, personnel and administration — are provided in order to achieve specific Ministry goals.

Ministry Goals

1. To ensure effectiveness, economy and efficiency in the management of the Ministry of Education;
2. To ensuring that the system of governance is appropriate for the achievement of the goals of the system.

Related Objectives of the Department of Management Operations

1. To conduct reviews of organizational needs and manpower objectives as they are reflected in the areas of structure, personnel and systems, as directed by the Executive Committee (which consists of the Deputy Minister and the Assistant Deputy Ministers of each of the three departments within the Ministry and the Inspector of Independent Schools).
2. To support the planning, development, implementation and appropriate utilization of human resources and of personnel administrative processes within the Ministry.
3. To provide necessary support services and facilities to ensure the economical and adequate housing and internal administration of the Ministry.

In a search for efficiency and economy, and within the context of constraint, the number of full-time equivalent staff members has been reduced from 574 in 1983/84 to 484 in 1984/85.

Figures 5.1, 5.2, and 5.3 illustrate the staff reduction, and show the consequent reduction in salaries and space requirements over the last three years.

Figure 5.1 Ministry Full-Time Equivalents (FTE) Staffing Summary (Budget): 1982/83–1985/86 Fiscal Years

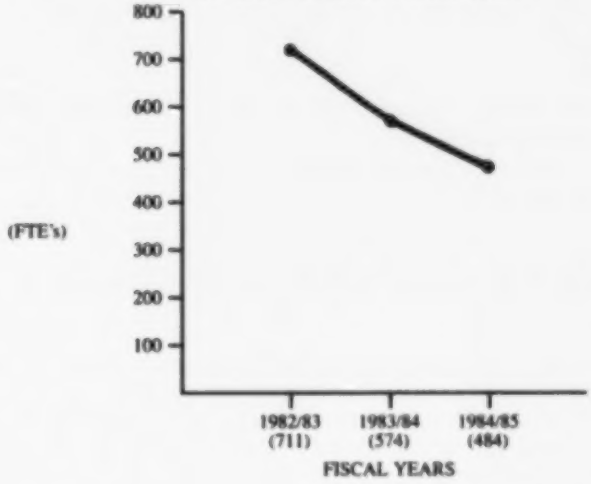


Figure 5.2 Ministry Salary Costs Summary (Budget): 1982/83–1985/86 Fiscal Years

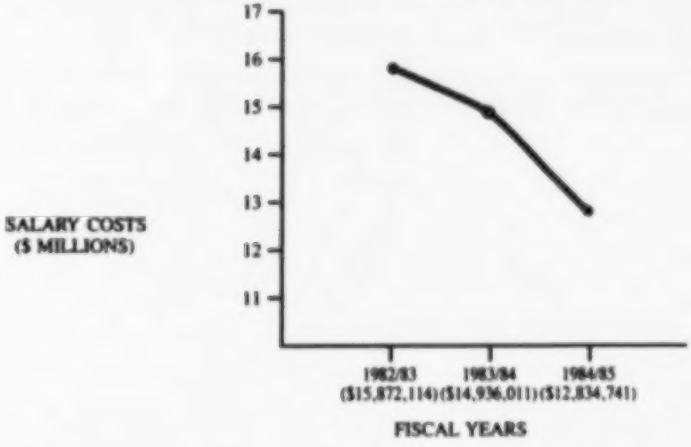
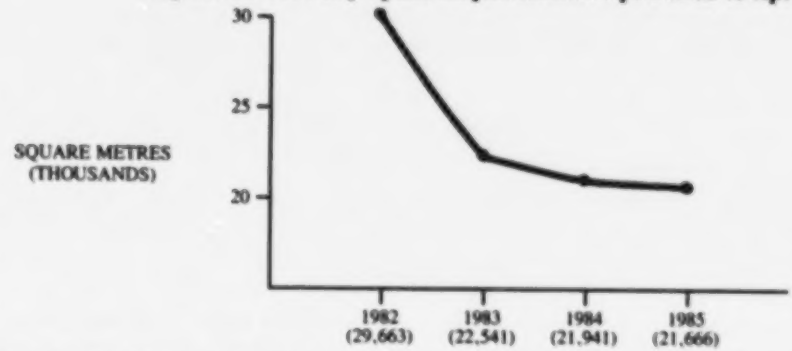


Figure 5.3 Ministry Space Requirements: April 1982 to April 1985



To maintain effective and efficient management, several initiatives have been taken. The Personnel Branch, with staff authority delegated during this year by the Public Service Commission under the *Public Service Act*, completed 145 regular and auxiliary staffing actions. Staffing time for competitions and direct entry were reduced through internally developed procedures. The merit system was maintained. There were no complaints about discrimination with respect to recruitment or promotion. Applicants for positions were of a high calibre.

Because of the reorganization which took place within the Ministry, the functions and job descriptions of 96 positions were reviewed to reflect changes in duties and responsibilities.

4. To provide for the effective selection, implementation and use of office automation at all levels of the Ministry to increase productivity, to facilitate the flow of information and communication exchange, and to support office information systems.

As part of a formal Human Resources Development Plan instituted within the Ministry during this year, 13 computer/information processing training courses were set up and 125 members of the staff took part in them for both training and career development purposes. This reflects the introduction of office technology in order to remain effective, or to become more effective with fewer staff members. This smaller and more highly trained staff has been supplied with the additional technological tools, e.g. 46 word-processing units and 48 microcomputers.

With the growth of more complicated data bases, it has been necessary to ensure that systems be developed according to Ministry priorities and that the development be monitored carefully for the effects upon the Ministry.

Generally, computerized facilities have taken over labour-intensive, repetitious tasks where possible and have enabled a better tracing and integration of information for decision making.

Simulation in the financial areas can now indicate quickly and in an accurate fashion "what will happen if . . .". The same forecasting capability will be extended into other areas in the next years.

The use of computers is quite often the only rational solution to many of the problems facing the Ministry. Examples include the financial reporting system; the administration of the Correspondence Education Branch and the issuing, tracking and reporting of approximately $11 million in student loans. An ongoing task is the constant updating and enhancing of existing systems to ensure they meet the requirements of the Ministry and consume a minimum of computer resources. This process ensures that the data processing systems are being focused on the Ministry's priorities.

The key objectives have included the collection of the right data at the right time, and, just as importantly, collecting only the data that are required and collecting them only once. This has led to the streamlining of data collection processes. Data collection forms are fewer and simpler.

Similarly the processing of the data is routinely scrutinized to reduce processing costs. Experiments with optical scanners during the year suggest that reductions in costs and a greater speed and accuracy in processing are feasible. A key factor is the cost of the optical scanners and their versatility in "reading" data.

5. To improve the timeliness, consistency and effectiveness of information communication and exchange within and between Ministry locations and field agencies.

There is a strong and continuing public interest in education in general and in specific educational programs and initiatives. This reflects itself in a steady stream of enquiries by members of the public and the educational profession to the Ministry.

Where the frequency of enquiry has indicated a broad interest, booklets and the results of statistical searches have been published. In 1984/85, these included:

— the names, addresses and phone numbers of all public schools in B.C.;

— the names, addresses and phone numbers of all Independent Schools in B.C.;

— a list of all post-secondary institutions and the courses being offered;

— a preliminary report on the "Let's Talk About Schools" process;

As a result of common public enquiries, statistical reports such as the following were made available:

— Pupil/Teacher Ratios in all School Districts

— Full-Time Equivalent Enrolments in all Schools and School Districts

— Headcount Enrolment by Grade, Sex, and School District

— Five Year Enrolment Forecast by School District and College Region

— Enrolment by Subject Areas

— Numbers and Details of B.C. Public School Teachers

— Average Teacher Salaries by School District

— Enrolment in Post-Secondary Institutions

— Post-Secondary Class Size and Faculty Workload Data

— Post-Secondary Staff by Institution

— Independent Schools Pupils by School

In addition, 91 computer searches were made in order to obtain specific data for particular enquiries. Over 5,000 phone enquiries, and 2,000 written enquiries were answered.

An indication of the volume of communication is the receipt in this year of 300,000 incoming phone calls, that is, one every 25 seconds of each working day. These were handled by a switchboard staff of two.

The Ministry library is open to members of the professional community and to members of the public on appointment. The library contains a collection of educational reference texts and a regularly updated collection of journals, newspapers, and newsletters.

In addition the library has acquired, over the past three years, equipment which allows it to search large Canadian and American data bases for materials not only in the field of education but in related fields. This system is effective in retrieving essential information quickly and accurately allowing staff to meet project deadlines. It is likely that this trend to use the growing number of data bases will continue.

Governance

Ministry Goals

A critically important Ministry goal is to ensure that the system of governance is appropriate for the achievement of the goals of the system.

Related Department Objectives

1. To provide a legal and policy framework and process to support the governance of the educational system.
2. To ensure that legislative and policy support services are available to support the Ministry's goals and objectives.

The five Provincial statutes which govern the operation of the educational system are set out in Figure 1.1 along with other statutes which are of importance to the Ministry in its operation and its dealing with third parties. (See Pages 16 and 17).

During the year the Ministry faced changes in legislation which had direct and indirect impact on its operation. These included:

(a) To save staff time at the school district and college and institute levels in the preparation of capital plans and in the raising of capital at the lowest possible costs through the capital financing authority and according to the terms of the *Educational Institution Capital Finance Act*, and the *School District Capital Finance Act*; Bill 54, *Capital Expenditures (Miscellaneous) Amendments Act*, was introduced in June, 1985. It affects not only the Ministry of Education but all ministries with heavy capital demands.

(b) In order to develop a single, integrated vocational institute capable of providing vocational education from the simple to the very complex, a Bill to amalgamate the Pacific Vocational Institute and the British Columbia Institute of Technology was also introduced in June, 1985. The rationalization of the courses and facilities will begin in 1985/86. It is anticipated that this amalgamation will lead to increased effectiveness in the supply of vocational training as well as to large savings in administration costs.

(c) During 1984/85, the Ministry undertook a major consultation task through the "Let's Talk About Schools" process and through a Gallup Poll of 609 professionals and 800 members of the general public. Over 25,000 members of the public representing all school districts took advantage of the opportunity to express their opinions on various aspects of the school system and to indicate how improvement might be brought about. In June, 1985, a report was in production and the Ministry was planning wide distribution during 1985/86. This consultation will serve as the basis for changes in educational legislation to be put forward in the 1985/86 school year.

(d) The fact that the school "education" year ran from July 1 to the following June 30, and the school district "financial" year ran from January 1 to December 31, of any year, had made the planning of the use of resources difficult. Equally difficult had been the monitoring of the results of expenditures and programs. To solve this problem the *Education Statutes (Fiscal Year) Amendment Act* was phased in beginning August 1, 1984 and came into full effect by June 30, 1985. Both the school district instructional year and the school district fiscal year now begin July 1 and end the following June 30.

This caused some temporary dislocation during the year and required a transition period. Budget planning and resource allocation at the school district level is now easier and more meaningful. Accountability is much more rational and specific. This should assist school boards in their attempts to improve effectiveness and efficiency.

(e) School boards have consistently requested the right to raise additional supplementary amounts through levies on residential property. The *Education (Interim) Finance Amendment Act*, February, 1985, provided school boards with the opportunity to raise such additional sums through referenda.

(f) The effect of the *Compensation Stabilization Act* on the bargaining processes carried out independently by school boards and local teachers' associations in the 75 districts of the Province has called for continual monitoring of the bargaining process. This has been complicated by the fact that the change over to the new fiscal year required two sets of bargaining to take place during 1984/85.

(g) In an attempt to preserve educational services by keeping the maximum number of teachers employed, a Treasury Board Directive was issued in April, 1985, limiting salary increases in districts which had fewer than a designated number of teachers on staff.

(h) The introduction of the Federal *Young Offenders Act* and the complications associated with this introduction have required continual attention and liaison between ministries and between the Ministry and the field. Continuing attention to the effects of this legislation will be needed.

(i) The *School Amendment Act, 1985* (Bill 35) came into effect on May 30, 1985 and contained provisions that permitted school boards and teachers' associations to negotiate layoff agreements.
If agreement cannot be reached between the two parties by May 15 of any year, then an agreement (the Schedule to the *School Act*) is deemed to be in effect to cover the next fiscal year.

(j) As in all ministries, legislation and any policies which arise from the legislation, have been continually monitored to ensure that neither the legislation nor the policies conflict with the *Charter of Rights and Freedoms* nor with the Human Rights legislation. Challenges and judgements from all parts of Canada have been recorded and studied against the background of the Ministry position which is that it will not willingly and knowingly deny these rights to any of its clients. As the broad principles of the Charter are interpreted by the courts, Ministry legislation and policy will be fine-tuned to reflect these legal judgements.

Financial Accountability and Data Processing

Ministry Goal

To ensure the effectiveness, economy and efficiency in the management of the Ministry of Education.

Related Department Objectives

1. To promote increased efficiency, economy and effectiveness by reviewing and recommending the implementation of management, administrative and financial systems.
2. To develop and operate strategic information and data processing systems. To enable and enhance policy and decision making processes.

To ensure the objectives of efficiency, economy and effectiveness in the control and management of public resources are achieved, the Comptroller's Division has implemented an on-line automated accounting system that much improves the timeliness and quality of financial information available to managers. The Division has assumed responsibility for the development, monitoring and ongoing analysis of the Ministry annual budget.

Also, to ensure the Deputy Minister has the opportunity to verify that strong controls exist with regard to the traditional objectives of the probity, prudence and legality of

expenditures, an Internal Audit Division provides an independent report on the administration of resources by various branches of the Ministry.

An ongoing liaison is maintained with the various branches of the Ministry of Finance including the Comptroller General's office, Treasury Board Staff, and other government agencies regarding matters of finance and financial administration that is commensurate with magnitude of the Ministry's budget. The Comptroller also has a responsibility to liaise with the Auditor General with respect to audits.

Figure 5.4

SOURCES AND APPLICATION OF FUNDS

Ministry of Education 1984/85 Estimates

($ MILLIONS)

MINISTRY OF EDUCATION 1984/85 ESTIMATES

CONTRIBUTIONS TO PUBLIC SCHOOLS

Contributions:	
Operating	504.7
Debt servicing	109.1
Insurance and Misc. programs	5.2
Total direct contributions	619.0
Home owner grants	261.5
Teacher's Pension Fund	103.0
Total Contributions	983.5

\+

OTHER SOURCES OF FUNDING

Residential taxation	419.0
Less home owner grant	(261.5)
Net residential taxation	157.5
Non-residential taxation	662.7
Surplus/deficit carry forward	22.3
Other revenue	77.1*
Previous (1983/84) general revenue	6.6
Total	926.2

=

MAJOR FUNDED AGENCY

PUBLIC SCHOOLS (1984)

Operating	1,707.3
Debt servicing	197.2
Total gross budgets	1,904.5
Insurance and Misc. programs	5.2
Total	1,909.7

* Other revenue sources:

Federal government	46.8
Provincial government	14.0
Locally raised	16.3

CONTRIBUTIONS TO COLLEGES AND INSTITUTES

Contributions:	
Operating	252.7
Debt servicing	47.8
Total Contributions	300.5

\+

Tuition Fees	41.7
Other revenue (including Ministry of Labour)	20.4
Total	62.1

=

COLLEGES AND INSTITUTES (1984/85)

Operating	314.8
Debt servicing	47.8
Total	362.6

CONTRIBUTIONS TO INDEPENDENT SCHOOLS

Contributions	23.1

Provincial funding for Independent Schools is based on a percentage of the total number of pupils and operating costs in the Public School system. The balance of funds is raised through tuition fees and other revenue.

MINISTRY OPERATING FUNDS

Expenditures	48.8
Total 1984/85 estimates	1,355.9

NOTE: During this reporting period, the fiscal year for the various agencies is:

Ministry of Education	April 1984–March 1985
Colleges and Institutes	April 1984–March 1985
Public Schools	January–December 1984

Figure 5.5 Ministry Operating Funding
Five-Year Comparison of Funding

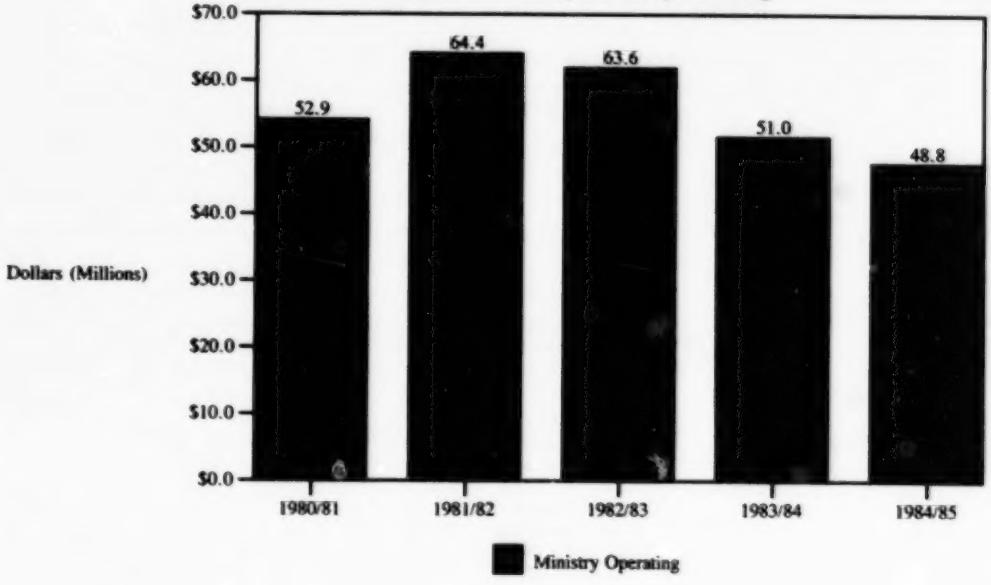
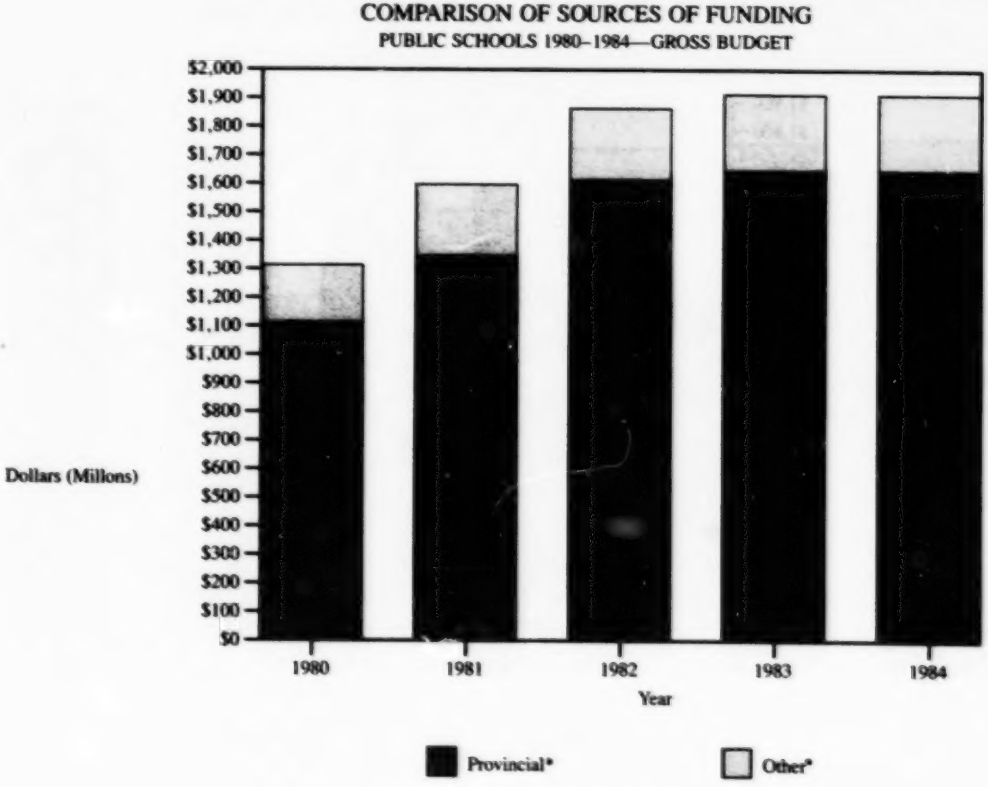


Figure 5.6 Public Schools
Comparison of Sources of Funding—1980–1984—Gross Budget



* Includes contributions to school districts, grants to reduce local school taxes, contributions *re* non-residential school property taxes, and the teachers' pension fund.
* Includes local net school taxes and miscellaneous revenues.

Figure 5.7 Public Schools
Five-Year Comparison of Funding

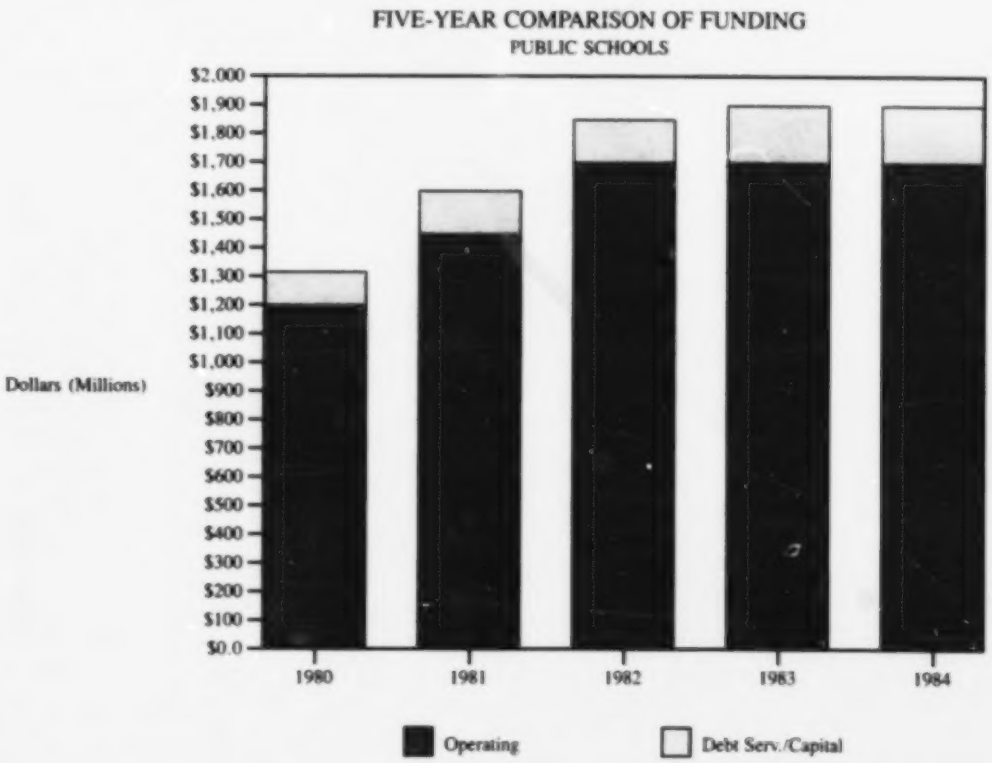


Figure 5.8 Colleges and Institutes
Five-Year Comparison of F nding

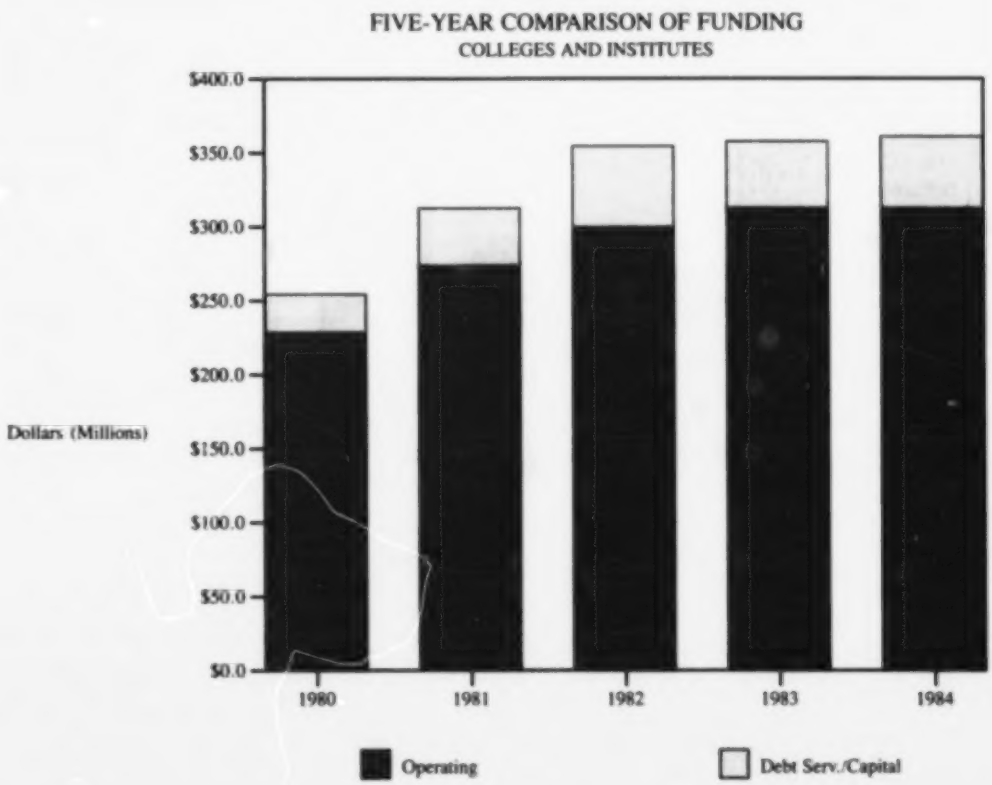


Figure 5.9 Independent Schools
Five-Year Comparison of Funding

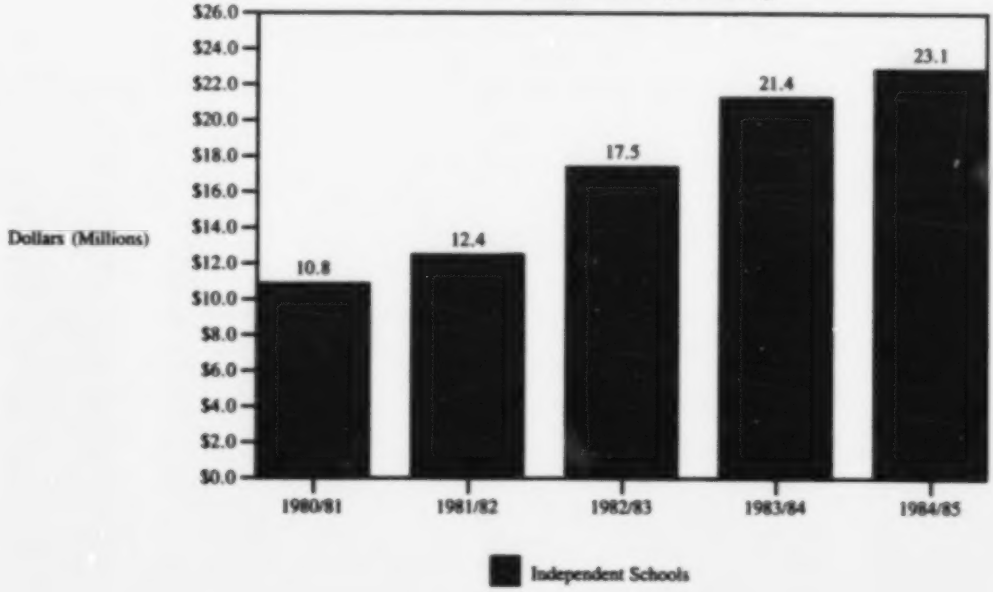


Figure 5.10 Federal-Provincial Agreements Administered by the Ministry of Education

AGREEMENT	FEDERAL CONTRIBUTIONS	
	1983/84 ESTIMATES	1984/85 ESTIMATES
Revenues		
National Training Agreement	$55,850,000	$60,375,000
Education of Status Indians	25,223,000	25,223,000
Official Languages in Education (Bilingualism)	7,000,000	7,200,000
Education of Service (DND) Children	2,665,000	2,665,000
Vocational Rehabilitation of Disabled Persons	1,000,000	1,500,000
English Language & Citizenship	1,150,000	1,300,000
Federal Student Assistance Program	175,000	310,000
Language Textbook Agreement	210,000	240,000
Orthotics and Prosthetics	n/a	35,000
Sub Total	$93,273,000	$98,848,000
Recoveries		
Samarinda Forestry Training	2,192,500	1,638,000
TOTAL	$95,465,500	$100,486,000